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ABSTRACT

A case study of the methods of teaching U.S. history that have been developed by an exemplary fifth-grade teacher is presented. It includes description, rationale, and examples of the instructor's overall approach, along with detailed recording of everything done during a month-long unit on the English colonies. The teacher's approach is notable for its limits imposed on breadth of coverage in order to focus on connected main themes and related basic facts; its use of teacher story telling, rather than relying on the textbook, as the major source of information to students; its frequent integration of history content with language arts teaching; and its emphasis on significant writing assignments and cooperative learning activities (instead of more typical worksheets and tests). (Author/DB)

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Elementary Subjects Center
Series No. 26

MARY LAKE: A CASE STUDY OF FIFTH-GRADE SOCIAL STUDIES (AMERICAN HISTORY) TEACHING

Jere Brophy

Center for the Learning and Teaching of Elementary Subjects

Institute for
Research on Teaching
College of Education
Michigan State University

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Center for the Learning and Teaching of Elementary Subjects

The **Center for the Learning and Teaching of Elementary Subjects** was awarded to Michigan State University in 1987 after a nationwide competition. Funded by the Office of Educational Research and Improvement, U.S. Department of Education, the Elementary Subjects Center is a major project housed in the Institute for Research on Teaching (IRT). The program focuses on conceptual understanding, higher order thinking, and problem solving in elementary school teaching of mathematics, science, social studies, literature, and the arts. Center researchers are identifying exemplary curriculum, instruction, and evaluation practices in the teaching of these school subjects; studying these practices to build new hypotheses about how the effectiveness of elementary schools can be improved; testing these hypotheses through school-based research; and making specific recommendations for the improvement of school policies, instructional materials, assessment procedures, and teaching practices. Research questions include, What content should be taught when teaching these subjects for understanding and use of knowledge? How do teachers concentrate their teaching to use their limited resources best? and In what ways is good teaching subject matter- specific?

The work is designed to unfold in three phases, beginning with literature review and interview studies designed to elicit and synthesize the points of view of various stakeholders (representatives of the underlying academic disciplines, intellectual leaders and organizations concerned with curriculum and instruction in school subjects, classroom teachers, state- and district-level policymakers) concerning ideal curriculum, instruction, and evaluation practices in these five content areas at the elementary level. Phase II involves interview and observation methods designed to describe current practice, and in particular, best practice as observed in the classrooms of teachers believed to be outstanding. Phase II also involves analysis of curricula (both widely used curriculum series and distinctive curricula developed with special emphasis on conceptual understanding and higher order applications), as another approach to gathering information about current practices. In Phase III, models of ideal practice will be developed, based on what has been learned and synthesized from the first two phases, and will be tested through classroom intervention studies.

The findings of Center research are published by the IRT in the Elementary Subjects Center Series. Information about the Center is included in the IRT Communication Quarterly (a newsletter for practitioners) and in lists and catalogs of IRT publications. For more information, to receive a list or catalog, or to be placed on the IRT mailing list to receive the newsletter, please write to the Editor, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034.

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Abstract

This is a case study of the methods of teaching American history that have been developed by an exemplary fifth-grade teacher. It includes description, rationale, and examples of her overall approach, along with detailed recording of everything done during a month-long unit on the English colonies. The teacher's approach is notable for its limits imposed on breadth of coverage in order to focus on connected main themes and related basic facts; its use of teacher story telling, rather than the textbook, as the major source of information to students; its frequent integration of history content with language arts teaching; and its emphasis on significant writing assignments and cooperative learning activities (instead of more typical worksheets and tests).

MARY LAKE: A CASE STUDY OF FIFTH-GRADE SOCIAL STUDIES (AMERICAN HISTORY) TEACHING

Jere Brophy[1]

This case study of Mary Lake's[2] teaching of social studies (American history) to fifth graders is one of a set of such case studies that has been developed as part of the research agenda of the Center for the Learning and Teaching of Elementary Subjects. Center researchers are engaged in a five-year program of research on elementary-level (Grades K-6) teaching of mathematics, science, social studies, literature, and the arts, with particular emphasis on the teaching of these subjects for understanding and use of their content. In addition to such case studies, Center work on elementary social studies so far has included a synthesis and critique of the scholarly literature on teaching elementary social studies for understanding and use of its content (Brophy, 1988, 1990a), a comparison and contrast of the views of two panels of experts (social education scholars and elementary school teachers) who were interviewed to elicit their visions of ideal elementary social studies teaching (Prawat, Brophy, & McMahon, 1990), and a detailed critique of one of the most popular and representative of the K-6 social studies series which currently comprise what has been called the "de facto national curriculum in elementary social studies" (Brophy, 1990b). Similar reports have been developed from Center work in mathematics, science, literature, and the arts.

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[1] Jere Brophy, University Distinguished Professor of teacher education at Michigan State University, is co-director of the Center for the Learning and Teaching of Elementary Subjects. The author wishes to express his appreciation to teacher Mary Lake for her willingness to serve as the focus for this case study and for sustained cooperation with its demands; to the many teachers and students at Elm School who also helped make the study possible; and to June Smith for her assistance in manuscript preparation.

[2] All names that appear in this case study are pseudonyms.

Previous Center work involving review and synthesis of scholarly literature has identified a set of key features that characterize the teaching of school subjects for understanding and use of their content. Both for school subjects in general (Prawat, 1989) and for social studies in particular (Brophy, 1990a), such teaching includes the following key features: (a) the curriculum balances breadth with depth by addressing limited content but developing this content sufficiently to foster conceptual understanding; (b) the content is organized around a limited number of powerful ideas (basic understandings and principles); (c) teaching emphasizes the relationships or connections between these ideas; (d) students regularly get opportunities to actively process information and construct meaning; and (e) higher order thinking skills are not taught as a separate skills curriculum but instead are developed in the process of teaching subject-matter knowledge within application contexts that call for students to relate what they are learning to their lives outside of school by thinking critically or creatively about it or using it to solve problems or make decisions.

These key features can be very useful as guidelines to curriculum planners, teacher educators, and teachers, but they are expressed at an abstract level of generality that does not address the specifics involved in applying them to the teaching of different kinds of content at different grade levels. Consequently, there is a need for richly descriptive case studies that complement these statements of general principles with detailed depiction of particular examples that can serve both as grist for critical analysis and as models for potential imitation or adaptation by teachers. Social education scholars have noted that the need for such case material is particularly acute in social studies (Downey & Levstik, in press; Thornton, in press).

Method

This report presents such a case study by describing in detail a fifth-grade teacher's approach to teaching her students American history, focusing in particular on her teaching of a unit on the English colonies. The case study is based on several lengthy interviews with the teacher, transcriptions of tape recordings and fieldnotes documenting each class session held during the unit with one of her social studies sections, inspection of student work, and transcriptions of interviews with six students who were questioned both before and after they experienced the colonies unit.

The study's plans called for focusing on "exemplary" teaching of elementary social studies for understanding and use of content, so preparation for the case study began with developing a working definition of what this term meant and what it implied about the kinds of teachers to recruit for participation. This led to a search for elementary teachers who (a) had had several years of experience; (b) had established reputations as good teachers in general and good teachers of social studies in particular; (c) valued social education and thus consistently allocated significant time to social studies instruction (many elementary teachers do not do this); and (d) gave evidence in their teaching of the previously listed key features of instruction.

Names of potential case study teachers were solicited from local informants (primarily colleagues in the College of Education at Michigan State University and administrators and principals from nearby school districts). After hearing Mary Lake's name mentioned by several such informants, I called her, ascertained her willingness to serve as the focus of a case study, and arranged for a preliminary interview and several pilot visits to her classroom. These preliminary contacts with Mrs. Lake confirmed the expectation (based on what had been reported by informants) that she would meet the established selection criteria and led to negotiation of an agreement to develop a formal case study based on her upcoming colonies unit. This involved providing information about the case study and obtaining participants' consent from Mrs. Lake, the school district, the principal, and the parents of the students who would be interviewed.

The case study was done late in 1989, focusing on the unit taught between November 21 and December 21. Formal data collection began with a pre-unit interview in which Mrs. Lake shared her plans for the colonies unit in detail. This interview included questions about the social studies program for the year and how the colonies unit fit into it, the major goals of the unit itself, correlated activities occurring during time periods allocated to subjects other than social studies, and what would occur during each of the planned lessons and activities. Copies of all materials to be distributed to the students during the unit (activity sheets, tests) were obtained, and additional pilot observations were done in order to build familiarity with everyday routines and to perfect techniques for audiotaping classroom discourse and recording fieldnotes.

Pre-unit interviews with students also were done during this time, using a sample of six students from the observed social studies section who were stratified by sex and achievement level. Mrs. Lake had been asked to nominate a high-achieving, an average-achieving, and a low-achieving boy and a high-achieving, an average-achieving, and a low-achieving girl to be interviewed before and after the unit. In selecting these students, she was asked first to exclude those few students who had been designated either as gifted or as learning disabled, and then, within each sex, to rank the students on general achievement levels and then identify those who were, respectively, third from the top, right in the middle, and third from the bottom. Each of these students was interviewed individually, using questions about history and why it is taught, the previous unit on explorers, and the upcoming unit on the colonies (see Appendix A). The tape recorded interviews lasted 20-40 minutes each and were later transcribed for analysis.

Mrs. Lake's students were taught social studies during 45-minute periods scheduled three times per week. The colonies unit spanned 12 such periods. Audiotapes and related fieldnotes were made for each of these 12 periods, as well as for two language arts periods that focused on writing assignments which correlated with the colonies content of the social studies unit. During each of these 14 class periods, teacher-student discourse was tape recorded and running fieldnotes were written describing classroom events as they unfolded. The fieldnotes placed particular emphasis on preserving information that would be needed to contextualize or interpret the tape recorded discourse (nonverbal responses such as hand-raising or head-nodding, descriptions of what the teacher was pointing to or showing the students, explanations for lesson interruptions, etc.). Recording conditions were unusually good in Mrs. Lake's classroom, so that almost all of what she said and most of what the students said during whole-class lessons and activities could be understood by the transcriber. This was not true of interactions occurring in small-group settings, however. Here, the preserved information is limited to what I was able to record in fieldnotes based on what occurred in the group or groups nearest to me (I sat in a corner, facing Mrs. Lake but behind most of the students).

Immediately after the unit was completed, the six students who had been interviewed prior to the unit were interviewed once again. This interview repeated a few of the questions from the previous interview, but most of it concentrated on the main ideas that Mrs. Lake had emphasized during the colonies unit (see Appendix B). Folders containing all of the written work produced by these six students also were collected at this time, and their contents were copied for later analysis.

In addition to the detailed information gathered about what had been learned by the six students who were interviewed before and after the colonies unit, brief self-report data on what all of the students had learned were obtained by collecting and copying the KWL sheets that the students filled out at the beginning and end of the unit. KWL is a technique, based on schema-theoretic views of the reading comprehension process, for promoting learning by helping learners to retrieve relevant background knowledge and learn with metacognitive awareness of purpose and accomplishment (Ogle, 1986). Learners fill out KWL sheets in two steps. As they are about to begin study of a topic, they write down what they already Know (or think they know) about the topic and also indicate, to the extent that they are able, what they Want to learn about it. After completion of the unit of study, they fill out the third section in which they describe what they Learned about the topic. In addition to serving as useful devices for encouraging students to approach a topic with a sense of purpose and metacognitive awareness, the KWL sheets provide useful diagnostic and assessment information about the students' knowledge of and interests in the topic prior to instruction and about the most salient information that they retained following instruction.

I have drawn upon all of the previously described sources of information in preparing this case study, treating them collectively as a single body of raw data to use as the basis for writing a synthesized account of Mrs. Lake's teaching. In selecting and organizing information to include in this report, I sought to develop a coherent and reasonably complete account of how Mrs. Lake teaches social studies to her fifth graders, why she teaches it that way, and how it appears to affect the students. My intention has been to provide enough information about Mrs. Lake's teaching to enable readers to understand it well enough to assess its strengths and weaknesses and to imitate or adapt it for themselves if they wish to do so.

The School

Mrs. Lake teaches at Elm School, which is one of several K-5 elementary schools located in one of the ring of suburbs that surround the city of Lansing, Michigan. The suburb includes apartments and trailer parks, but most of its people live in modest single-family homes. It is a relatively homogeneous middle-class community, with few very rich or very poor people. Many of the parents hold either white-collar office jobs, working for the state of Michigan, or blue-collar manufacturing jobs, working in the automobile industry. The suburb is a relatively stable and family-oriented community populated primarily by white Anglos, with just small percentages of Hispanic, African-American, and other minority populations. These characteristics of the suburb as a whole are very much descriptive of the population served by Elm School.

Elm is relatively large for an elementary school in the area, containing 75-85 students in each of Grades K-5, for a total of about 500 students. There is little sense of crowding, however, because the rooms are spread out along several ground floor wings, and the school is surrounded by ample playground and open-field space. The atmosphere is friendly and informal.

The three fifth-grade rooms are clustered together in one of the wings. Each is a self-contained classroom, but the three fifth-grade teachers have developed a semidepartmentalized arrangement wherein each of them teaches only certain subjects to all of the fifth-grade students (rather than teaching all subjects to only their homeroom students). Mrs. Lake teaches three sections of language arts and three sections of social studies.

This arrangement requires a relatively complicated schedule that was devised not only to accommodate the semidepartmentalized teaching assignments but also to switch from a previous schedule that called for daily 25-30 minute periods in each subject to one that called for 45-minute periods three times per week. The teachers had been dissatisfied with the previous schedule because its short periods did not allow enough time for sustained instruction followed by related activities and assignments. Consequently, they are willing to live with the complications involved in the present schedule because it allows them to provide their students with more coherent instruction in each subject. Also, they work well together as a team and have trained their students to adapt to the schedule and make quick and orderly transitions from room to room; consequently, the system works remarkably efficiently. Typically, it requires just three or four minutes for Mrs. Lake's homeroom students to file out and be replaced by students from another class who take their assigned seats and begin their social studies period.

Besides making for more coherent instruction during social studies periods, the semidepartmentalized arrangement promotes accomplishment of social education goals in two additional ways. First, placing Mrs. Lake in charge of both language arts and social studies makes it possible for her to take advantage of the many naturally occurring opportunities to integrate these two subjects. She does this routinely by using social studies content as the focus of language arts writing assignments. In contrast to the so-called integration activities that are built into contemporary elementary social studies curriculum series, which often amount to little more than language arts skills exercises that carry little or no social education value (Brophy, 1990b), Mrs. Lake's writing assignments promote progress toward important social education goals and have the effect of extending, rather than reducing, the enacted social education curriculum.

A second way that the semidepartmentalized arrangement promotes progress toward social education goals is by allowing more time for the teachers to work through the social studies curriculum. Fifth-grade social studies curriculum guidelines typically call for covering not only American history but also American regional geography (sometimes with Canada and Mexico tacked on as well). This content scope is widely believed to be far too ambitious an agenda (Prawat, Brophy, & McMahon, 1990), but nevertheless, it is commonly specified in state and district curriculum guides and followed in the curriculum series offered by the publishers (the fifth-grade texts tend to be massive volumes that begin with material on history and geography as disciplines, proceed through several units on American history, and then conclude with several more units on the geography of North American regions).

However, Mrs. Lake is able to go into more depth in teaching American history to her fifth graders because one of the other teachers has assumed responsibility for teaching geography. The teachers discovered that the state-prescribed health curriculum could be completed in just one semester using the current schedule. Consequently, they arranged for one of them to teach North American regional geography in the other semester, enabling Mrs. Lake to restrict her social studies course to American history. This arrangement adds 30-40% to the time that these fifth graders spend studying

American history. In addition, Mrs. Lake further enhances depth of content development by covering American history only up to the westward expansion that followed the Civil War (i.e., omitting the 20th century).

Elm School's fifth graders enjoy a relatively rich exposure to social education. Averaged across the school year, they get the equivalent of a daily 45-minute time period allocated explicitly to social studies, and this is augmented significantly by many of the writing assignments that they complete for Mrs. Lake's language arts classes.

Mrs. Lake's Classroom

Mrs. Lake teaches in a conventional self-contained classroom, although one that is well equipped and flexibly furnished. The space is ample for the comfortable seating of the approximately 26 students that she teaches (the number varies slightly by class section). The students' desks are movable, individual units that can be quickly rearranged to suit the physical space and equipment demands of different activities. They are usually arranged in rows such that each child faces the front of the class, but frequently they are rearranged into four-desk clusters in which assigned partners sit next to each other and face another set of assigned partners with whom they also may interact (either simply to compare notes or to cooperate in a group activity).

A chalkboard extends most of the length of the front wall. Above it is a time line describing and illustrating some of the salient events in American history. Front and center is a roll-down screen for use with the overhead projector, as well as some roll-down maps. To the left is Mrs. Lake's desk, and to the right is a utility table and several chairs (used mostly as workspace for projects).

Windows comprise most of one side wall, with bookcases and other storage space beneath them. The other side wall contains the door to the hall, storage space for equipment and supplies, and closets for the students' personal belongings. In one corner at the back of the room is a personal computer (including a printer) that the students use for various purposes. In the other corner is a reading center that is stocked with a variety of books, including a special display devoted to books that relate to the current social studies unit.

In the center of the back of the room is an area that Mrs. Lake uses as her social studies teaching station. When she tells stories or shows illustrations or artifacts during social studies time, she sits in a chair set up against the back wall and the children sit on the floor, gathered close to her. Immediately behind her chair is a section of chalkboard that has been made into a display space for key words and other material from the social studies unit, and nearby is a chart stand that she uses for additional illustrations.

Because of its flexibility in use of space and equipment, Mrs. Lake's room takes on three different "looks" during her social studies teaching. When she tells stories, she sits at the back of the room and the children gather close to her on the floor. When she uses the overhead, conducts reviews, or gives directions for individual seatwork, she stands at the front of the class and the students sit in rows facing her. When the students work in pairs or small groups, they sit in four-desk clusters and Mrs. Lake circulates among them. Accustomed to these physical arrangements, the students make transitions from one to another quickly (in less than a minute).

Mrs. Lake's Background and Teaching Philosophy

Mrs. Lake is an outgoing, energetic woman, aged thirtysomething, who is married and has several school-aged children of her own. In college, she majored in elementary education, with emphasis on social studies and language arts. She later earned a Master's degree in curriculum and instruction, with a focus on social studies. She is the social studies chairperson for her school, and in this capacity, has had occasion to inspect various curriculum materials periodically. She also has picked up ideas through district-sponsored inservice programs (including one by Madeline Hunter and several dealing with language arts), reading magazines such as the Phi Delta Kappan, Learning, Teaching K-8, School Days, Frank Schaffer's Classmate, and Cobblestone, attending the annual meetings of the Michigan Council for the Social Studies (she has never attended the national meetings), and doing self-guided research (especially several years ago as part of a team of teachers who developed a program for gifted and talented students). She has taught for 13 years, all at Elm School, initially at fourth grade, but for the last 11 years at fifth grade.

When questioned about her general philosophy and approach to teaching, Mrs. Lake began her response by mentioning affective considerations: "every child needs to feel that he or she has a place, can learn, and can be successful in school . . . every learning style that children have should be addressed daily so that all children have an opportunity to feel successful about themselves and about what they are learning." She went on to talk about how she takes pride in finding ways to help all children succeed, including special education students who receive pull-out instruction in several subjects but are mainstreamed in her social studies classes. She added that the parents of these students often express appreciation for her efforts and report that their children (uncharacteristically) feel good about what they are learning in social studies.

Thus, despite her enthusiasm for the content of social studies, Mrs. Lake resembles most elementary teachers in being oriented primarily to students and only secondarily to subject matter. She continued this emphasis in describing her role as a teacher: "to have as many different ways as needed to get across whatever it is that I am trying to teach . . . to make their learning as easy for them to grasp as possible while they are with me for that year. I don't like to see anyone in my classroom struggle with learning. I think there's a way that I can help every child learn and that's what I want . . . to send that notion 'I understand,' and have the light go off in the children's heads, so that they can see that 'this makes sense, I understand this,' and can go on to the next step." She went on to explain that she seeks not only to develop confidence and security in her students but to teach them skills for listening and reading for information, studying, and taking tests--skills that will help them handle the responsibilities involved in "secondary-type learning" after they leave elementary school.

In response to questions about how she has grown as a teacher and how she differs from more typical teachers, Mrs. Lake stressed three main themes. First, she noted that she has moved beyond the typical reading-recitation-seatwork method in order to develop a more varied approach that includes story telling and use of artifacts, cooperative learning formats, and a variety of activities that includes significant writing assignments. Many of the features of her approach are included not only for cognitive reasons (developing understanding of important social education content), but also for affective reasons (increasing students' interest and enjoyment).

The second theme is integration across school subjects. Mrs. Lake routinely considers ways that instruction in different subjects can be correlated or integrated and then builds these into her teaching or suggests them to her colleagues who teach other subjects. Integrations of social studies content typically involve using social education themes as the basis for language arts writing assignments or for projects in art or music instruction.

The third theme focuses on learning goals and assessment. Mrs. Lake reported that both her teaching and her assessment practices are designed to develop understanding of key ideas and major themes, not memory for a great many facts. Consequently, as she developed her approach, she shifted from the textbook to her own explanations and story telling as the main sources of input to her students (thus allowing her to emphasize key ideas that tend to get lost in the sea of facts presented in textbooks). Also, in grading students and holding them accountable for learning, she reduced her emphasis on tests and increased her emphasis on writing assignments and other activities that called for students to synthesize and communicate their learning.

In summary, Mrs. Lake's general philosophy and approach to teaching places primary emphasis on affective concerns centering on developing students' security and self-confidence as learners and on making learning as interesting and enjoyable as possible. Nevertheless, she is also concerned about equipping her students with important skills and teaching school subjects in ways that emphasize understanding key ideas rather than memorizing miscellaneous facts.

Mrs. Lake's Approach to Teaching Fifth-Grade Social Studies

Mrs. Lake's approach to teaching American history to her fifth graders has been shaped not only by her general teaching philosophy described above but also by her ideas about the nature and purposes of elementary social education.

Elaborating on the latter topic, she mentions not only the expanding communities curriculum but also several important value and citizen participation goals:

> In the realm of K-5 social studies, there is a scope and sequence that we want the children to have by the time they leave. It starts with them getting to know themselves, starting in kindergarten, and then broadening in first grade to the family, in second grade to the neighborhood, third grade the community, fourth grade the state, and fifth grade the United States, so that they realize that they are a person and that as they go through elementary school, that they are part of a bigger society. Also, to know that the school is part of that society and that they are a society within each classroom. And how people fit and function in the society. What they can do as citizens within the society . . . in this building, social studies is not taught just as a separate class. It's an all-day process . . . we are developing these people into social beings that can survive in a society, growing up and understanding how those societies work. . . . Society has expectations. When I walk in the classroom, I give my class a set of values by the way I act towards them. There are basic values such as those set forth in the Bill of Rights that we need to teach kids by example, and the classroom offers itself as a great example of how to live within that society.

In short, Mrs. Lake believes that social studies should not just teach knowledge but also socialize students in basic democratic values and build the dispositions and related skills needed to respect and cooperate with one another and function appropriately in various social roles. Toward this end, she and other teachers at the school frequently engage the students in various prosocial or cooperative activities across, as well as within, classrooms. In the fifth grade, this includes several weeks near the end of the school year during which the three classes combined are organized into a Mini-Society (Kourilsky, 1983) that engages in a variety of economic activities regulated through democratic group decision making.

Goals

Mrs. Lake was asked about knowledge, skill, value, and dispositional goals. Her main knowledge goal is "that every fifth grader can tell me the story of United States history." This general goal subsumes the main knowledge goals taught in each unit, along with related time lines and map locations. In addition to learning about the establishment of the country, Mrs. Lake wants her students to learn about its development as a nation of immigrants, and in particular, to learn about their own families' roles in this development.

She notes that students' prior knowledge of history varies considerably. They know something about explorers, especially Columbus, but their knowledge of the colonial days is limited to a little bit about the Indians and Thanksgiving. Consequently, in her fifth-grade units on the colonies and the Revolution, the students first "meet the United States as a nation" and discover how it got started. The students don't know anything about the Indians having come across the ice bridge from Asia, and they usually know nothing about the explorers who came here before Columbus.

When asked about student misconceptions, Mrs. Lake responded that, because so much of the information is new to the students, the typical problem she confronts is lack of knowledge or spotty knowledge rather than clear-cut misconceptions ("There can't be misconception about something you don't have knowledge about, so a lot of it is lacking knowledge."). However, she is aware of certain common misconceptions that she confronts directly in her teaching. One very basic misconception is the implicit notion that the country we see now has always been here--many fifth graders do not realize that most of what is now our country was virgin forest or other undeveloped land prior to colonization or that the United States did not exist as a country until relatively recently in human history.

Mrs. Lake is also aware of several student misconceptions concerning slavery. Many fifth graders think of slavery as voluntary indentured servitude rather than as involuntarily forced labor, and many of them assume that the slaves were voluntary immigrants from England, not knowing that they were kidnapped and brought over from Africa.

Concerning skills goals, Mrs. Lake emphasizes study skills and learning to be successful in school over more specific social studies or history goals. The skills goals that she sees as unique to social studies are limited to map skills emphasized more in geography than in history. She teaches research and writing skills but thinks of these more in the context of language arts than in the context of history because the skills instruction takes place during language arts time. She does mention the skills involved in acting as a historian (How can we figure out what happened?) and in reading historical accounts critically (How do we know that this account is true?), but in general, her history teaching emphasizes knowledge goals rather than skills goals.

Many of the most important value, attitudinal, and dispositional goals that Mrs. Lake emphasizes are addressed through her general approach to teaching rather than just through her social studies instruction. She and other teachers at the school (especially the other fifth-grade teachers with whom she collaborates directly) routinely work to socialize students to the notion of the school as a society in which they are expected to participate in "safe and thoughtful" ways. They supplement this with emphasis on cooperative learning and other forms of prosocial peer relationships. Mrs. Lake's history teaching does not include lessons focused exclusively on values, but she does address values in the context of teaching about certain content (the Mayflower Compact, the Constitution, slavery). She also talks about citizen action responsibilities and dispositions to some extent when covering the Constitution, but not as much as she might otherwise because these and other dispositional goals (problem solving, citizenship) are addressed in the Michigan Model health program that is taught to the fifth graders by one of her colleagues.

No citizen action projects (cleaning up the community, visiting courtrooms, organizing student government, etc.) are included.

In summary, many of Mrs. Lake's goals in teaching history are embedded within her larger goals of helping students to feel comfortable and successful in her classroom and preparing them to be able to succeed in the future when they leave elementary school. The goals that are unique to her history teaching emphasize knowledge rather than skills, values, or dispositions. They center on learning about the establishment and development of the United States as a country and about how the student's own family history fits into that context.

Content Selection

Mrs. Lake's content decisions are guided primarily by the district's social studies guidelines rather than by state guidelines or tests. She was on the committee that put together the district's elementary social studies guidelines. Although based on the state's guidelines, the district's guidelines are confined to general statements of goals and purposes and a short list of broad topics to be covered. Unlike the long lists of specific topics and skills included in many state and district guidelines, they leave room for a great deal of teacher autonomy in deciding what to emphasize. For example, the guidelines call for teaching about the Indians, the explorers, the English colonies, and the American Revolution, but do not specify how much time to allocate to these topics or what to emphasize when teaching them (other than listing a few major subtopics). Beginning the year with a unit on history and the work of historians, Mrs. Lake then proceeds through units on Native Americans, exploration of the New World, the English colonies, the Revolution and Constitution, the Civil War, and westward expansion. She used to do a unit on inventors as well but has dropped it in favor of expanding the Revolution unit to include a subunit on women in the colonies and the Revolution.

Mrs. Lake attempts to reduce breadth in order to provide opportunities for more depth in her content coverage. She reads textbooks and other sources to identify the main themes and related clusters of information that she wants to emphasize and then plans her instruction to focus on this key content, deleting coverage of other content that does not seem to be as relevant or important.

She makes her content choices according to (a) the degree to which a potential topic is basic to her main theme of telling the story of the establishment and development of the United States as a country; (b) her perceptions of students' interest in and readiness to understand and appreciate the topic; and (c) availability of good teaching materials and activities. In teaching about explorers, for example, she decided to skip Magellan, despite his accomplishments, because she did not believe that information about his voyages would contribute as much to her students' development of knowledge about American history as would information about the voyages of explorers such as the Vikings, Columbus, Cabot, DeSoto, Esteban, and DeVaca. Much of what she taught about life in Plymouth, in Jamestown, and on southern plantations was based on the content of trade books on these topics that she had selected for their pedagogical value. Her main goal in teaching this content was to develop in her students a general idea of the conditions of everyday living in the colonies, and she believed that the fictional but factually based and well-illustrated narratives in the children's books that she used were more effective for this purpose than the more generalized, but less memorable, treatments found in textbooks. Consequently, most of her teaching about life in the colonies was based on two fictional but fact-based diaries--one describing a day in the life of a nine-year-old girl in Plymouth Plantation in 1627 and another describing the ordeals endured by one of the original settlers at Jamestown. She believes that these sources personalize the information in ways that make it interesting and memorable for her students, to the point that they continue to talk about it outside of class. Another advantage to these books is that they contain realistic drawings or photos of fact-based reconstructions, thus offering visual illustration as well as narrative description of life at the time.

Mrs. Lake is always on the lookout for children's books, historical artifacts, models and illustrations, or learning activities that she believes will be helpful in teaching children to understand and appreciate history. She has boxes of such materials for each of her curriculum units. For each of the topics prescribed in the district's curriculum guidelines, she "will try to figure out how I can convey the topic so that they will learn it. That's my goal as I pursue the different subject matters--to make sure that I deliver it in such a way that the kids learn it . . . I have not yet gotten into a rut that I repeat year after year. I continually look for new ways, new information to get things across to the students." The major themes and related clusters of facts that she stresses are derived from her study of fifth-grade history texts, but she uses children's literature, her own story telling, and other alternative sources of input, rather than the adopted text, when presenting this information to students.

Teaching Methods

Mrs. Lake's approach to teaching American history to fifth graders has been shaped by her awareness that this is the students' first systematic exposure to history as a discipline and to the history of the United States as a subject of study. To teach key ideas about the collection and interpretation of historical data, as well as to help the students appreciate the fact that the country had a beginning and has had a subsequent history, Mrs. Lake begins the year by engaging the students in developing information about their own histories:

> I want them to know that their country had a beginning and to be able to understand its historical aspect through a time line. I connect that to them--that they have a time line. Their time line began in 1979 when they were born, that was the beginning of their history. We spend the first month of school talking about history, their time line, researching with their parents what their time line looks like. We talk about historians and they use primary and secondary sources and make a time line with photographs. . . . In their cases, the primary sources in their lives are still active. Then we use secondary sources. They bring in newspapers. Ninety percent of them still have the newspaper from the day they were born. We bring those in and we share. One of the things I would like to do is be able to set up a way to get newspaper headlines from the days that each of my students were born.

Through this direct experience in acting as historians investigating their own lives and summarizing key information along a time line, the students develop a basis for understanding the reconstructive and interpretive nature of history as a discipline, the process of tracing developments through time, and the uses of information sources and time lines. Mrs. Lake attempts to project enthusiasm for the content of history and to present it using concrete examples and props that the students can understand and appreciate:

> I think that it is very important that the kids see that I love what I'm doing and think, "Gosh. She really likes this stuff and she's willing to share with us." I bring in things for the kids to hold, such as a butter churn, so they can see how butter was really churned. They're amazed because so many of them have seen it in pictures, but to experience the real thing helps to bring history alive to them. . . . Another example is that I have them write a Jamestown diary. Parents tell me that that's all their kids talk about the whole weekend when they bring that diary home. Before fifth grade, they didn't even know that there was a Jamestown, but now they are enthusiastically telling their parents about some of the events that occurred there. This kind of feedback tells me that something is right. Kids are learning. Kids are enthused. If I had just taken the approach, "Well, let's learn about Jamestown today--Jamestown's . . . ," there would be no desire, they wouldn't have that same enthusiasm.

> I do a lot of story telling--retelling of what they would normally read, bringing it alive to them. I subscribe to the history magazine Cobblestone, and I read it for anecdotal information that will make my coverage of topics more interesting for the kids. Social studies texts tend to take the approach of, "These are the facts, that's what you need to know." Well, there are more interesting things for 10-year-olds than the basic facts. So if I can grab them on the interesting aspects, they will remember the whole sequence of the story and be able to tell it back to me focusing on those interesting tidbits but bringing the other information along with them. . . . So story telling is one of the ways I make sure that the kids get the broad understanding that I want them to get. I also do a lot of cooperative learning in terms of having a group of four kids use chart paper and make a list of everything they know and display it. . . . Another way is the system that we have set up as fifth-grade teachers, that we are helpful people and sometimes people will need help, so you can whisper and know that you have a learning partner, someone who you can ask for help if you need it or who will collect things for you and fill you in the next day if you are absent.

Another basic feature of Mrs. Lake's approach to teaching history is her efforts to integrate it with her teaching of language arts. Each unit includes at least one major writing activity in which students apply writing skills being taught in language arts to content being taught in social studies. Some of these assignments call for students to write historically based fiction (pretend to be a crew member on one of the explorers' ships and write an account of the voyage; pretend to be a member of one of five studied Native American tribes and describe your typical day; pretend to be a survivor of the first year at Jamestown and write diary entries at different times during the year). Other writing assignments call for nonfictional writing based on research (biographies, research reports).

In connection with her story telling, Mrs. Lake uses repetition, visual aids, and story mapping techniques to help the students remember the main themes. She emphasizes key ideas when telling stories and repeats them several times in reviews and follow-up activities. She posts key words (organized within "people," "places," and "events" columns) at the back of the classroom as they are introduced, and they remain there throughout the rest of the unit.

She also develops story maps and other content outlines or diagrams on the chart stand and posts these when she has finished teaching from them.

Many of her assignments involve the students in not merely synthesizing information but displaying it in ways that underscore its temporal flow, causal linkages, or other connections among elements. She believes that these techniques help the students to internalize the key information because "they are doing as well as thinking." That is, they are actively encoding information in ways that help them pay attention to and remember its connections. Like the KWL sheets, these story mapping techniques are methods that Mrs. Lake has learned in workshops on teaching reading comprehension strategies but also applied to her social studies teaching.

Key features of her story telling method are eye contact, physical proximity, and the use of props and surprises. She believes that eye contact is important both because it increases the intensity of the experience for the students and because it helps her to know that the students are "with" her. Similarly, rather than tell the story from the front of the class with the students seated at their desks, she prefers to sit in a low chair in her teaching station at the rear of the class and have the students gather close to her sitting on the floor. She believes that students enjoy gathering close to one another and the teacher and that this physical arrangement allows her to assume a more intimate, less authoritarian role when interacting with them.

Mrs. Lake has a flair for theatrics that makes her a gifted story teller. In addition to creating an intimate setting through close physical proximity and frequent eye contact, she establishes and maintains student engagement in her stories through enthusiastic dramatic readings and theatrical role enactments, effective use of timing and pauses, questions that invite speculation about what happened next, and other dramatic techniques. Occasionally she will don a costume to enact the role of a particular historical character. When a book contains an illustration that she wants the students to see, she will hold the book out close to them where they can all get a good look at it or will pass the book around. Similarly, she shows and circulates props (arrowheads, pieces of wool, colonial period tools and household implements), often using them with dramatic flair, as illustrated in the following anecdote:

> I was telling my kids the story of how they found a flint arrowhead in Arizona in the early 1900s. We were pretending that we were cowboys. I was riding along and they were following me. Previously I had put down, in the back of the room, some sand and a flint arrowhead buried in it. I reached down and picked it up and right there I had them. They'll never forget my picking up that flint arrowhead to illustrate how it was found. Then we continued the story. What did he do with it? What would you do with it if you found something that was unusual? You'd take it to a scientist. That's what he did . . . I just try to be a professional story teller with them.

When teaching at the front of the class, Mrs. Lake tries to avoid even the appearance of sustained lecturing. She moves around rather than remaining stationary and uses props such as the overhead or the chart stand (brought up from the back of the room where it is usually kept). When students are working on assignments, she circulates among them to monitor progress and give assistance.

Before or after her story telling sessions, Mrs. Lake often will lead the students through fast-paced reviews by asking questions about the main points that she wants them to remember or by pointing to her posted key word cards and calling on students to explain from memory about the designated person, place, or event. She sequences these response opportunities so that the students in effect retell the story as the review progresses. Early in the year, she addresses many of these questions to students whose attention has been spotty. However, once all students have learned to stay attentive, she distributes her questions more randomly. Both at these times and during story telling itself, she invites and responds to student comments and questions.

Except for her questions designed to reinforce main themes and help students connect them together, Mrs. Lake does not include much recitation or discussion in whole-class settings. By not requiring the students to memorize a broad range of miscellaneous facts, she does not lead them through the kinds of disconnected recitations that result when teachers ask the questions suggested in the manuals that are supplied with typical elementary social studies series (Brophy, 1990b). She does ask questions when working from the front of the class, but these tend to be designed either to reinforce main ideas or to ascertain students' readiness to begin an activity or assignment.

Many of her activities and assignments call for students to work in pairs or small groups, and a great deal of content-based student-student discourse occurs at these times. However, Mrs. Lake does not structure much discussion in whole-class settings. She reports that she probably would use more class discussion if the students had more experience-based knowledge about the content being addressed. Given that so much of the content of American history is new to these fifth graders, however, she concentrates on building initial understandings.

Mrs. Lake's activities and assignments reflect this same emphasis. She views activities and assignments primarily as means of reinforcing and elaborating on the main themes that she has introduced and developed through her story telling, rather than as contexts for engaging students in attempts to generate new learning through inquiry and discovery. She tries to keep activities and assignments varied and interesting, and she wants students not only to complete them regularly but to do so with a feeling of accomplishment and success as a learner.

Partly for this purpose, and partly to facilitate review designed to help students to see how different content strands fit into the developing time line of American history, Mrs. Lake has her students keep completed assignments together in a folder:

> We have a map and other things that they have made to look at the total unit, so that they can refer back to these things. The assignments in themselves blend together. Students can look at their assignment folders and see the progression of the topics that we've covered. . . . We do this in our review. And if I'm going to give an end-of-unit test, we would go through those things and I would indicate the things they need to look at and be familiar with.

Mrs. Lake has been unhappy with most of the worksheets and workbook activities supplied with social studies series, finding them boring, low level, and disconnected. She has culled a few good ones for use with her students, but most of her activities and assignments are ones that she has developed herself, encountered in workshops or magazines for teachers, or retained from the Holt Data Bank curriculum (an inquiry-oriented curriculum published by Holt, Rinehart & Winston) that was used at the school early in her career as a teacher. Most of her activities involve either working with maps that incorporate salient aspects of unit content or writing about that content in some way (typically by developing networks of key terms or preparing a report or composition that synthesizes key ideas).

One common assignment calls for recording key ideas about a topic within organizing categories given on the assignment sheet. In the colonies unit, for example, she had the students record salient comparison and contrast facts for the northern colonies, the middle colonies, and the southern colonies, based on information she had given them in class supplemented with information that they read in the textbook or other sources. She reports that such assignments provide students with a purpose to their reading and help them to remember key information. Also, breaking the information into subsets provides helpful structure and reassurance to anxious or discouraged students who might find the assignment overwhelming otherwise. It also provides practice in reading with purpose and organizing notes.

Certain activities are planned with an eye toward helping students to develop initial understanding of life conditions in the past. In addition to showing illustrations and routinely trying to paint rich verbal pictures of the content she is addressing, Mrs. Lake will occasionally lead the students through visualization exercises or simulation activities designed to help them see and feel aspects of the past that they may know about as abstractions but cannot yet understand and appreciate in more concrete ways (e.g., slavery, the virgin forest appearance of the east coast before the Europeans built settlements, or the conditions of everyday living prior to electricity, automobiles, and other modern inventions).

In addition to the activities and assignments that all students are required to complete as they work through each unit, Mrs. Lake offers optional extra credit and enrichment activities. The extra credit activities are mostly worksheets that provide for reinforcement or elaboration of unit content. Mrs. Lake prepares copies of about six of these extra credit sheets for each unit and stores them in cubbyholes near the back of the room. At their own initiative, students are free to inspect them, select one or more to complete, and turn them in for extra credit. Mrs. Lake reports that most students do most of these extra credit sheets whether they need the extra credit or not.

She also offers social studies enrichment opportunities via the computer, although these are more related to geography than history. The fifth graders at her school participate in Kids Network, a computerized learning program that engages students in geographically based research and allows them to compare their findings with those of students in other schools around the United States and the world. The students exchange observations about local conditions and activities; consequently, they pick up a lot of geographical knowledge in the process. Mrs. Lake's students also use the computer to play educational games, including those in the "Where in the world is Carmen San Diego?" series that reinforce knowledge of geography facts.

Wanting to satisfy herself that the students know what to do and should be able to complete the assignments successfully, Mrs. Lake tends to give her students detailed instructions and guidance concerning their work on assignments before she releases them to work independently. Students often will be required to complete assignments outside of class time (either during free periods at school or else at home), but Mrs. Lake does not assign separate homework as such. Because she sees great variation both in her students' abilities to acquire new information through reading and in the degree to which their parents are prepared to help them with their school work, Mrs. Lake tries to avoid requiring students to do school work at home unless she is confident that they can do it successfully on their own.

Emphasis on Understanding, Critical Thinking, and Decision Making

Mrs. Lake reports that her whole approach is geared toward helping students to understand, not just to memorize, important information about American history. To her, understanding implies two things: first, that the students can visualize the processes or events that they talk about, and second that they can accurately communicate the essentials orally or in writing. Her emphasis on development of key content in depth and her teaching techniques that focus on key ideas and related basic facts are all geared to produce such understanding.

Mrs. Lake was less sure of herself when asked about critical thinking. One facet of critical thinking, as she views it, is the ability to recognize historical trends and use them to predict or draw implications about future possibilities. She would like her students to be able to connect historical information about such topics as empires and colonies, age and gender roles, or slavery and human dignity with contemporary manifestations of these same issues. However, she suspects that her students have not yet learned and processed enough information about history to be able to do much of this effectively.

Mrs. Lake is more confident about the potential for stimulating her students to think critically about the moral aspects of historical events and policy decisions. She initiates discussion of these issues in connection with such topics as taxation without representation, slavery, and the selfishness and lack of cooperation displayed by many of the men who first came to Jamestown.

To the extent that Mrs. Lake incorporates decision making into her teaching, she also tends to focus on moral issues in historical situations and their parallels in contemporary times. She asks the students to think and debate about whether they might have thrown one of the snowballs that led to the Boston Massacre, whether they might have participated in dumping tea into the harbor, or whether they or their parents might protest in some active way if they thought that the government was mistreating them today. She also involves the students in debates or position paper writing on the English versus the American points of view prior to the American Revolution and on the northern versus southern points of view prior to the Civil War.

Evaluation Methods

At least once during each unit (although not always at the end of the unit), Mrs. Lake administers a test on the key ideas and related basic facts that she has been teaching. Usually she prepares the students for these tests by leading them through reviews beforehand. Although the tests provide her with useful information, she administers them more to familiarize the students with the processes of preparing for and taking tests (something that they will have to do a lot more of next year in middle school) than she does to evaluate the effectiveness of her teaching or to provide a basis for grading individual students.

Mrs. Lake relies on her activities and assignments more than her tests to provide evaluation information. She believes that student work samples, especially student performance on major writing assignments, provide the best evidence of the degree to which the students have learned the main ideas that she is trying to teach.

Administration of the "K" and "W" portions of the KWL sheets at the beginning of each unit provides her with some assessment of students' entering knowledge and interests. After more than 10 years of teaching fifth graders, Mrs. Lake has a good general familiarity with what they know (or think they know) and are likely to find interesting about each of her unit topics. Nevertheless, she continues to use the KWL sheets, partly because they help establish desirable learning sets in the students, but also because they provide her with information about accurate entering level knowledge that can be built upon, misconceptions that will need to be confronted, and interests that can be addressed as she adapts her basic plans for the unit.

As the unit develops, Mrs. Lake routinely inspects, grades, and communicates with students about their assignments. Relatively simple assignments are graded plus or minus, and more complex assignments receive letter or percentage grades. Students may redo assignments in order to raise their grades (within limits). Occasionally Mrs. Lake will require certain students to redo assignments if she believes that they did not take them seriously and work carefully the first time.

Significant writing assignments receive two grades--one for accuracy of representation of the social studies content and another for writing mechanics and related language arts criteria. Where necessary, Mrs. Lake confers with students individually to make sure that they understand the mistakes or deficiencies in their work and to provide them with encouragement and assistance in making corrections.

Given her emphasis on helping all students to succeed, Mrs. Lake does not like to see students end up with low grades. Consequently, she makes time for and provides considerable assistance to struggling students. Through such special assistance, augmented if necessary by some quietly selective leniency in grading, Mrs. Lake makes sure that all students whom she perceives as putting forth consistent effort will receive, if not the highest grades, at least respectable grades and a feeling of satisfaction in achieving significant success. The few students who do not respond to these overtures receive low or even failing grades. These tend to be students who persistently refuse to take the work seriously or fail to turn in assignments, despite repeated reminders and offers of assistance (i.e., the students who get low grades tend to be those who are able but unwilling to do the work, rather than those who are willing but unable).

Mrs. Lake has two students with severely limited reading and, especially, writing skills. She provides these students with extra assistance in getting started on their assignments and checks back with them regularly to make sure that they know what to do as they work through the assignments. If necessary, she reduces the demand on them, such as by reducing the required length of writing assignments.

Reading deficiencies are not as serious a problem in her class as they might be in most others because she emphasizes her own story telling, rather than textbook reading, as the primary source of input to students. Consequently, she welcomes low-ability and learning-disabled students and works to see that they learn the same basic information as the other students, at least in terms of the key ideas and basic facts. She provides oral testing for the few students whose reading and writing abilities are so limited that written testing would be inappropriate for them.

Mrs. Lake attempts to assess her own instruction as she goes along, gauging its effectiveness by the quality of her students' engagement and performance in activities and on assignments. She can be confident in most of what she does because it has been developed and perfected over several years. However, she continues to adjust her established practices and introduce and assess new ones. For example, she used the book Sarah Morton's Day (by Kate Waters, published in 1989 by Scholastic, New York), a fictional but fact-based account of a day in the life of a nine-year-old girl living in Plymouth Plantation in 1627, for the first time this year in teaching her colonial unit. She expected the book to be effective based on its content (the story and related illustrations provide a great deal of interesting information about the lives of both adults and children in Plymouth in 1627, and the story includes several other useful elements as well--in particular, subthemes dealing with the beliefs and practices of the Puritans and with Sarah's feelings about adjusting to a new stepfather). Still, she had not yet tested it with the students and thus was vigilant in assessing their reactions to it. In this regard, she was pleased to find that the students not only enjoyed the story but noticed, remembered, and spontaneously talked about the historical aspects of the content that she wanted them to learn.

These perceptions led Mrs. Lake not only to decide to continue using the book in the future, but also to begin thinking about using it as the basis for more elaborate learning activities. In particular, she began thinking about role play or dramatic activities based on the book, such as having a student dressed as Sarah answer questions from a panel of interviewers. Further thinking about this idea led to a plan to develop a videotape that would include dramatic reenactments of one or more key people or events in each of her units (i.e., a student dressed as George McJunkin showing the flint arrowhead and telling about how he found it).

Mrs. Lake also gets useful information about her social studies teaching from two interesting end-of-year writing assignments. The first is intended primarily as an authentic language arts writing activity for fifth graders, but it also incorporates social studies content and has motivational value for fourth graders. It involves writing letters to fourth graders telling them what fifth grade is going to be like. To prepare the students for this assignment, Mrs. Lake leads them through a review in which they "brainstorm" all of the things that they did in fifth grade going back to the first day of school. Then the students decide what things they want to mention in their letters to fourth graders. The content of these letters provides information about the activities that the students found most salient and enjoyable. Last year, for example, most letters mentioned role-play activities done in connection with the Revolutionary War unit, as the fifth graders told the fourth graders about how they might get to be Abigail Adams, John Adams, and so on.

The second end-of-year assignment calls for the fifth graders to write a letter to the sixth-grade teachers that will have them next year at middle school. The letters describe what they have learned in fifth grade and what they hope to learn in sixth grade. In addition to providing fifth graders with an opportunity for authentic written composition, this assignment provides the sixth-grade teachers with information about the interests and writing skills of their incoming students and provides the fifth-grade teachers with information about their students' perceptions of what they have learned this year.

Neither Mrs. Lake nor her school district uses standardized tests of social studies knowledge and skills. Nor does the state test in social studies, although it plans to begin doing so soon. Mrs. Lake does not expect this to affect her teaching because she thinks that the history content of the test will focus on the main themes and related basic facts that she stresses anyway. When asked if she would adjust her content coverage if she discovered that items included on the test were not included in her curriculum, she said that she would--not so much just to help her students to score better but because she feels an obligation to teach content that is mandated by the state. She added, however, that she would attempt to contact the state education department to find out why that content was considered so important.

On the whole, Mrs. Lake welcomes the extension of state testing to social studies. She does not expect the particular test items and the information that they develop to be of great value, but she thinks that the testing will increase the emphasis that schools place on social education, thus helping establish social studies on a more equal footing with other school subjects.

The Colonial Unit

Although I refer to Mrs. Lake's teaching about the colonies as a unit both for convenience and because it involves a sufficiently sizeable and self-contained body of curriculum and instruction to merit that term, she thinks of it as a subunit within a larger unit that includes the Revolution, the Constitution, and the establishment of a new nation. The latter material was addressed in January, subsequent to my observations in her classroom.

In talking about how the colonies unit fits into her year-long curriculum, Mrs. Lake emphasized two points. First, it is another segment in the time line of the development of our country that she had been building and would continue to build throughout the year. The students had learned that the Native Americans had lived in North America for more than 10,000 years (dated by the flint arrowhead), but that once the Europeans discovered and began exploring this new world, they began laying claim to portions of it in the names of their countries (Mrs. Lake uses the visual image of explorers "planting their flags" when explaining about European land claims in the New World. This helps to make an abstract notion more concrete, and occasional reference to it helps link colonial unit content to what the students learned earlier in the unit on New World exploration). England claimed most of what is now the eastern seaboard of the United States, drove out or established dominion over settlers from other countries, and gradually established 13 colonies. In the colonial unit, students would learn about the different kinds of people who came to settle in these colonies, the reasons that they came, and the conditions of life during the colonial years. Later they would learn about the development of tensions with England that ultimately led to the Revolution. Thus, students would build on earlier established knowledge by learning how the New World was populated by European immigrants and how the United States was founded as a nation.

The second point that Mrs. Lake emphasized about her colonial unit was that it differed from other units in several respects. First, although it did move the time line forward by talking about how European nations colonized and sent immigrants to the New World, its emphasis was not so much on the forward march of history as it was on the conditions of everyday life during the colonial period. Students would learn about the first settlements (Roanoke Island, Jamestown, Plymouth) and the difficulties endured in establishing them, about similarities and differences in everyday life in the three major clusters of colonies (New England, the middle colonies, and the southern colonies), and about differences between life in the seaboard towns and life in the inland frontier that developed as the colonies grew. Compared to earlier and later units, the colonies unit featured more emphasis on developing understanding and appreciation of the everyday lives of people in general, as well as less emphasis on famous individuals and pivotal historical events. She wanted the students to know about and appreciate the powerful motives and willingness to take risks that led the people to immigrate to the New World, the surprisingly small size of their ships and the cramped conditions they endured in them, the enormity of the task and the many obstacles facing those who established the first settlements, the relatively primitive conditions of everyday life at the time, the heavy dependence of the early colonists on hand tools and their own labor for meeting even their most basic needs, and so on. There would be coverage of major events such as the Mayflower Compact, and there would be map activities to reinforce the students' awareness of the locations of the early settlements and colonies. However, much of the instruction and many of the assignments in the unit would be built around diaries, artifacts, and historically based children's literature designed to develop concrete and visualizable understandings of what life in colonial times was like.

The colonies unit began on November 21 and ended on December 21. During that time, I monitored Mrs. Lake's instruction of the social studies class section that met on Tuesdays, Wednesdays, and Thursdays. I observed each of twelve 45-minute social studies classes, along with two language arts classes that Mrs. Lake devoted primarily to introducing writing assignments that tied in with her colonies unit in social studies. The following sections provide an overview of what occurred during each of these 14 classes, supplemented by selected transcript excerpts that illustrate characteristic aspects of Mrs. Lake's teaching and include most of the content that she imparted through her explanations and story telling.

Class One

This first class consists of two segments. In the first (12 minutes) Mrs. Lake stands at the front and the students sit facing her in rows. She begins by announcing that they are about to start a new social studies unit on the colonies (noting that the word "colonies" appears at the top of both the material on the chart stand and the new display in the social studies teaching station at the back of the room). They will begin by checking to see how much information they already have about the colonies, using the KWL sheets. The students are to write what they know about the colonies in the first box and what they would like to learn in the second box. There are no right or wrong answers--this is just to see what information they have. It's okay if they don't have any information.

Mrs. Lake circulates among the students as they work on the KWL sheets for about eight minutes. Then she collects them, noting to the students that most of them had little or no information about the colonies and explaining that that is because they have not been taught about the colonies prior to fifth grade, except for learning about the Pilgrims and Thanksgiving. Elaborating, she points to events depicted on the illustrated time line mounted on the front wall as she places the upcoming unit into perspective:

T If you look at our time line up here [at front of class] we can see that the Americas, or the land we're talking about, had Indians and they lived here 30,000 years ago. We began learning about those people that were here. Then we began looking at the explorers. Here is a picture of the Vikings settling Vinland, Columbus, Ponce de Leon searching for the fountain of youth, Esteban looking for the seven cities of gold--those events are depicted on that time line. You came into fifth grade having some information about explorers, particularly Columbus. We have Columbus Day, you talked about him in first grade, kindergarten, second grade, third grade, fourth grade. You had information about who discovered America. You learned new information. But you had prior knowledge about the subject. The colonies is a subject that hasn't been in your learning environment up til now. However, you did meet somebody, some people that were part of the colonies. In fact, I know Bruce knows a little bit because I saw him at the play last night. When you were in first grade you did a play. If you were at this school in the first grade, you did a play called the First Thanksgiving. How many remember being in that play? What group of people were in that play? Tell me.

Ss The Pilgrims.

T The Pilgrims. And you learned all about the first Thanksgiving. You learned about the Indians and how they helped the first settlers or Pilgrims in the New World and how they became friends and because that first year was successful, they had a Thanksgiving. You have that information. You have knowledge about Thanksgiving but beyond that you don't have a lot of knowledge. You're going to be able to see how much information you can gain over the next month about the colonies. So on our time line we have covered the Indians. We have covered the explorers. We finished the explorers so we should be right about 1600 on our time line and that's exactly where we're going to begin today. We're going to begin looking at the New World that has been discovered. We know that there are flags from all the other countries all over the land from where the explorers were. Now, what are we going to do with that land? That's what our next unit is all about. What happened to the land that the explorers discovered, and we're going to begin right about 1600.

At this point, the class moved to the social studies teaching station at the back of the room, where Mrs. Lake sat in her chair and the students gathered around her on the floor. She pointed out the new display featuring the colonies unit, noted that new extra credit sheets had been placed in the cubbyholes, and noted that a collection of children's books relating to the unit was available for reading during silent reading time or free time.

Before telling the students about the first settlements in the New World, Mrs. Lake showed pop-up ship illustrations from the book Sailing Ships (by Ron VanderMeer and Dr. Alan McGowan, published in 1984 by Viking Press, New York), noting that ships had become bigger and more complicated by the time of Columbus compared to the earlier time of the Vikings that the students had studied in the explorers unit. Then she segued into the story of Roanoke Island. The transcript from the rest of this class is worth quoting in detail because it typifies Mrs. Lake's story telling style and manner of interacting with the students.

T Columbus's ship had more sails. It looked a lot sturdier and was a lot bigger. After Columbus and the explorers used these kind of ships in the 1600s people started hearing about all the new land. People started thinking "I'm going to move there." So they built bigger and better ships. They wanted a lot of people to be able to fit on these ships and they wanted a lot of supplies to fit on these ships so they built better and bigger ships. The ships that were now sailing to the new land looked like this. A lot bigger, more sails. These are the ships that brought the people to the new land. We're going to talk about the first colony. Colonies are the towns and villages like states that people moved to in the new land. Today we're going to meet three colonies. These colonies came from the country of England and the people left England in a ship just like this. They left England for the new land. They came over here to live. They put England's flag in the land or the village that they lived in. Because it really wasn't England, they called it a colony. It's a colony of England. England is the big country but somewhere in the new land, there was a small village that belonged to England called a colony. So a colony is a piece of land where people lived, much like a city. Sometimes they would put a fence up--a boundary up around these villages. They would call it a colony. They called it a colony because it belonged to England. They weren't in their own country. They still had England's flag. The King and Queen of England had a lot of information about all that land that was out there and the king and queen had a really favorite person. His name was Sir Walter Raleigh. They thought he was just a great person. He was an adventure seeker, he liked to find new things, and the queen called him in one day and said "Hey, why don't you take a group of people to the new land and start living over there and you stay there and you be their leader in that colony and you will work for me." So Sir Walter Raleigh thought that was just a great idea and he loaded up this ship with people and he crossed the ocean and he went to what is now, in your mind, you locate where you know North Carolina is in our United States, that's where he went. He went to North Carolina. When he landed on this island, he named it Roanoke Island. In Kidsnet, some of you wrote to a school in Roanoke, Virginia didn't you. How many wrote to that school? Well, Roanoke, Virginia was named after this same island that in 1585 Sir Walter Raleigh went to. When they landed at that island they met some very unfriendly people. Who do you suppose those unfriendly people were? Tell me.

Ss The Indians.

T The Indians. The Indians didn't like these people coming to their island. They had a big fight and the settlers that came over on the ship said "I don't want to live here." They all climbed into this ship and they turned right back and went home to England. Well, Sir Walter Raleigh was convinced that the best thing to do was to try another trip. So he waited a year. He thought maybe people would forget about all those unfriendly Indians. A year later, Sir Walter Raleigh knew a guy named John White. He said to John, "Why don't you gather some people up, take your wife, take your family, and take several families on a ship and go settle at the island I found. Well, John White said, "Well, why not!" Women had not gone to the new land yet. Children had not gone to the new land yet. Here was an opportunity for whole families to go and start a new life. So John White loaded up this ship with some supplies and families and he turned around and went back to Roanoke Island. When he got there, it wasn't too bad. There were some Indians. They did fight so they built a fort. They thought that would be the best thing to do is build a fort to protect you. Well, it was a new land. They didn't have a lot of things. There weren't supermarkets. They couldn't go buy hammer and nails. There wasn't a 7-11 to run and get milk from. Do you think they had it really easy?

Ss No.

T It was pretty hard?

Ss Yeah.

T John White had an idea. He said "I'm going to leave you guys here and I'm going to take some guys back with me, we'll get on our ship, we're going to sail back to England and we're going to fill this ship up, not with people but with supplies. I'm going to bring back food, I'm going to bring back wood, I'm going to bring back anything we would need to make it easier for us here." Do you think the people thought that was a good idea?

Ss Yeah.

T Yeah. So John crawled back in his ship, turned around and went back to England. Well! England was in a war and he did not get to come back to that island for three years. There was a war and people of England couldn't leave so once he returned he had to stay there and help fight the war. So his family stayed on Roanoke Island for three years while he was gone. He finally was able to return. He filled his ship with supplies, turned around, went back to Roanoke Island. He got off his ship, walked onto the island, looked all round and did not see a single person. He saw the remains of the fort he had helped build. He didn't see anybody and on the ground and under some of the dirt there were like tin cups that the colonists that were there had used--there were head gear, you know when knights would wear head gears over their helmets, there were some helmets laying around, there was no sign of life anywhere. Nowhere! He walked around the island and didn't see anybody. He started walking back to his ship and he saw on a tree a word that had been carved in that tree. He walked over to it and it was the word Croatoan [spells word] carved in a tree. He knew that was the name of another island. What do you suppose he thought? Tom?

S That it was a message to go there.

T To go to that island. Maybe it was a message of some sort. So he went to the other island and didn't find anyone. He went back to Roanoke Island. Nobody. His entire family and his friends had totally disappeared. What do you suppose happened?

S They died.

T They might have died? How do you think they might have died?

S Starvation.

T They might have died from starvation. Tom?

S Well, if he can't find their home anywhere, maybe they tried to build a ship and tried to sail away and they sunk or drowned.

T One possibility is they built a ship and they sailed off, something happened and they drowned.

S They could have built a ship and went off and [inaudible].

S Or like they didn't have any shelter so they could have got like sick.

T Illness, disease. Steve?

S They may have said "Let's not wait here anymore cause this guy ain't going to come back." They may have run off and gone more inland.

T Found a new place to live. Judy?

S Maybe those Indians could have attacked and got them.

T Indians might have attacked and killed them or took them away, took their bodies away, took everything that they had.

S Another ship could have came along.

T OK.

S Maybe they could have tried to go to Croatoan.

T Maybe they did go to that island and then something happened there and they couldn't stay there. There's no answer. It's an unsolved mystery. It's the mystery of the lost colony. Roanoke Island was a colony, people lived there. In fact, the first baby ever born in the new land was born on Roanoke Island and it was John White's granddaughter. He brought his daughter over, her family and before he returned to England, the first baby born in the new land happened to be on Roanoke Island. We don't know what happened, but Roanoke Island was the very first colony from England in the new land. It didn't last very long, it's not there now. The historians have no idea what happened. They have ideas. They have the same ideas as you. But no one knows because there's no proof of one being valid or right over the other.

S Nobody would know because if John White didn't know where they were, and they were dead.

T So John White couldn't find them. He returned to England and that's where he spent the rest of his life. So he wasn't able to tell anybody where they went.

S There was nobody there on the island so they couldn't.

T That's right. He had no idea where they went. Let's look at some information about Roanoke Island. [Teacher points to chart showing sequence of key words that constitutes a "story map" of the Roanoke episode.] We have the lost colony of Roanoke Island. This was a colony. Starting here, we're going to get information about Roanoke Island. What year did it become a colony? Tell me.

Ss 1585. [Students read from story map on chart stand.] (see Figure 1.)

T Sir Walter Raleigh was the first Englishman to settle there. The first try failed, so he went back to England. He tried again, sent John White with men, women, and children. He needed supplies, so John White goes back to England. John White stays away for three years. When John White returned, everybody is gone. He only finds the word "Croatoan" on a tree trunk. That tells us the story of Roanoke Island. You're going to be responsible for knowing that the colonists came from what country?

Ss England.

T What is a colony? What is a colony? Ned?

S It's where people live, and like England owned it, and it's a little like a city.

T Very good. Judy?

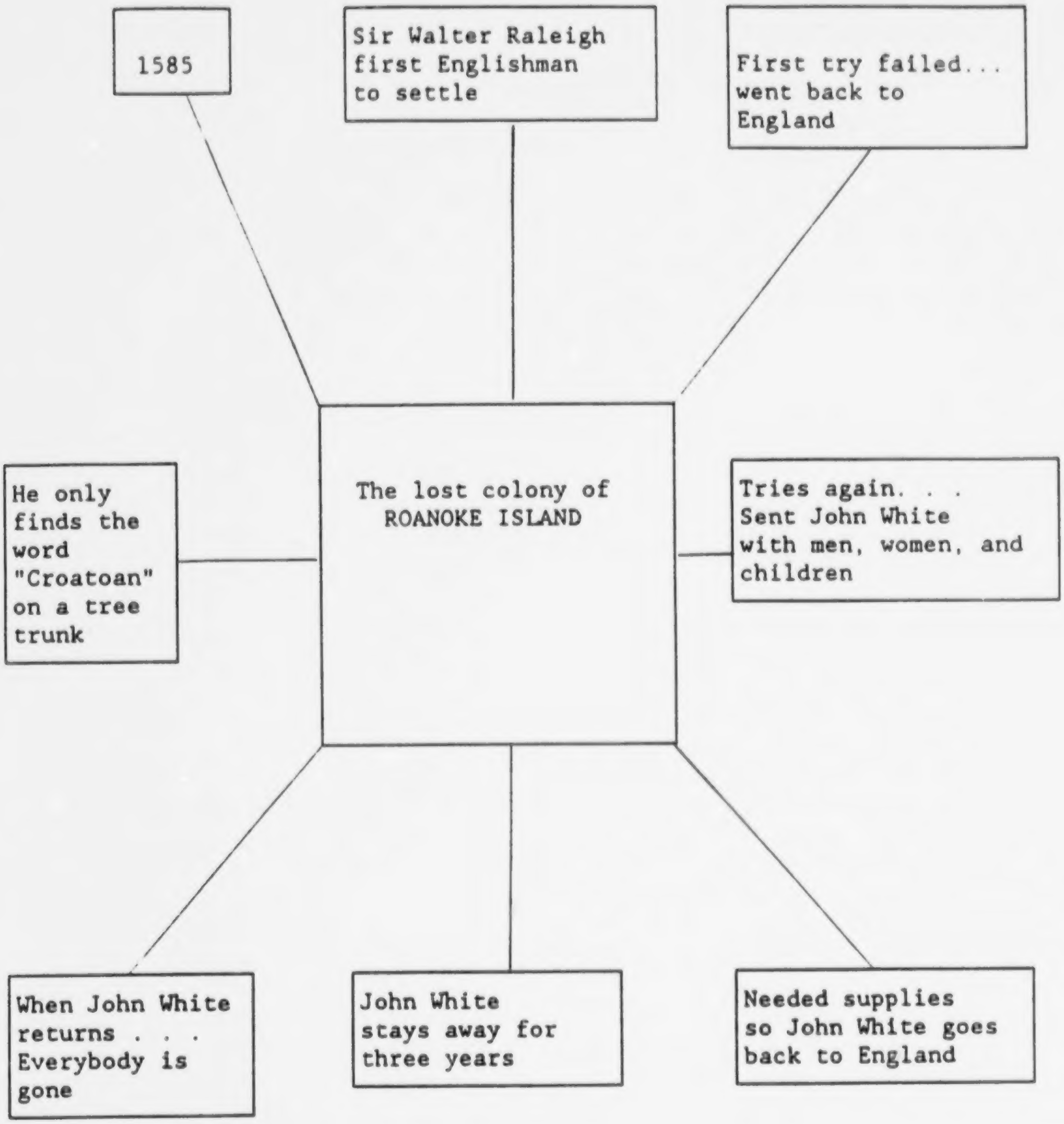

1585
Sir Walter Raleigh first Englishman to settle
First try failed... went back to England
The lost colony of ROANOKE ISLAND
He only finds the word "Croatoan" on a tree trunk
Tries again. . . Sent John White with men, women, and children
When John White returns . . . Everybody is gone
John White stays away for three years
Needed supplies so John White goes back to England

Figure 1. Story map for Roanoke Island.

S It's like a big land like England had like another land that goes kind of a different place but that land, the big land owns it, and it's sort of a small city or something.

T Very good. Very good.

S Kinda like a village that another country owns.

T Right. And what was the very first colony in the New World?

Ss Roanoke Island.

T And who was the leader at Roanoke Island?

Ss John White.

T I'm going to ask this. Virginia Dare. Virginia Dare was the name of the baby that was born on Roanoke Island. The very first baby born in the New World. Did she survive?

Ss No.

T No. She was left behind and she disappeared with everyone else, but she was the first baby born in the New World.

S I bet Croatoan was the name of an Indian who took the people, and one of them was hiding there and put this name on the tree, and the Indians got the person who carved it and took them away.

T That's a very good possibility Steve. That idea is as good as anybody else's. A lot of people think that that is the name of an Indian tribe or like you said maybe one Indian. Also we know it's the name of another island. So there's a lot of those ideas about that word because that's the only clue we have, isn't it.

S Could that name be [inaudible].

T To them. Right.

S How come he thought that Croatoan was an island?

T Because they had named an island that.

S How did they know the baby's name?

T John White was there. He hadn't gone back to England yet, and his daughter had the baby, so he had that information, and he went to England, and they would keep diaries, and so he had that information. Anything after he left for England, did he know about?

S No.

T So we lost history. We lost time there. Like time stopped. When he returned to England there was no written language left behind. If there was, whatever happened, the written language that they took, diaries, books or anything probably went with them.

S If the Indian's name was Croatoan and then there was an island named that, he could have gone to that island and they could still be there.

T Absolutely. We know about Roanoke Island.

S How could he prove they were even dead? Maybe they went far back into the island.

T He checked the whole island.

S Maybe the country they were having war with, you said there was like those head gears left. Maybe the enemy came down to that island and heard that there were some English there.

T That's a possibility. The next two colonies, English colonies, that were in America in the 1600s . . . this was 1585. The next two, we're not going to talk about them today, but I want you to be familiar with the words. The next one that was the second colony was Jamestown. Say that.

Ss Jamestown.

T The third colony was Plymouth, Massachusetts.

Ss Plymouth, Massachusetts.

T What do you know about this one?

Ss Pilgrims landed there.

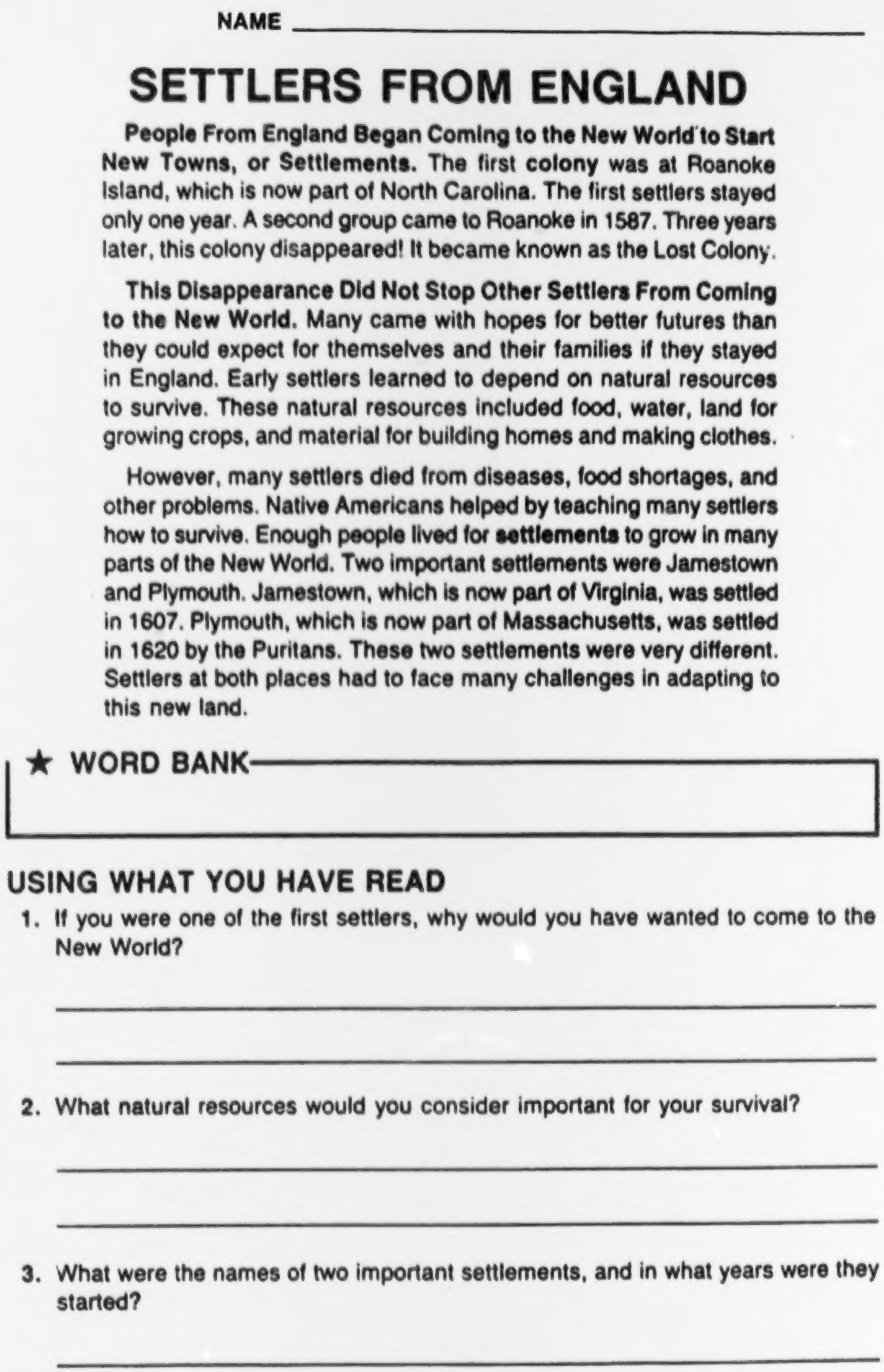
T We have a little bit of information about that. Jamestown should . . . know anything about it?

Ss It was like a little town or something.

S The way it sounds, I think I've heard it. I think it's like a ghost town now.

T We'll learn about this tomorrow. Right now we're going to go back, and we're going to do an activity that deals with the colonies.

At this point, the students returned to their desks and Mrs. Lake returned to the front of the class, where she spent the last six minutes getting started on an assignment. The assignment was a brief worksheet that had been supplied with the social studies textbook (see Figure 2). The top half consisted of



NAME ______________________________

SETTLERS FROM ENGLAND

People From England Began Coming to the New World to Start New Towns, or Settlements. The first **colony** was at Roanoke Island, which is now part of North Carolina. The first settlers stayed only one year. A second group came to Roanoke in 1587. Three years later, this colony disappeared! It became known as the Lost Colony.

This Disappearance Did Not Stop Other Settlers From Coming to the New World. Many came with hopes for better futures than they could expect for themselves and their families if they stayed in England. Early settlers learned to depend on natural resources to survive. These natural resources included food, water, land for growing crops, and material for building homes and making clothes.

However, many settlers died from diseases, food shortages, and other problems. Native Americans helped by teaching many settlers how to survive. Enough people lived for **settlements** to grow in many parts of the New World. Two important settlements were Jamestown and Plymouth. Jamestown, which is now part of Virginia, was settled in 1607. Plymouth, which is now part of Massachusetts, was settled in 1620 by the Puritans. These two settlements were very different. Settlers at both places had to face many challenges in adapting to this new land.

★ WORD BANK

USING WHAT YOU HAVE READ

1. If you were one of the first settlers, why would you have wanted to come to the New World?

   ____

   ____

2. What natural resources would you consider important for your survival?

   ____

   ____

3. What were the names of two important settlements, and in what years were they started?

   ____

Figure 2. Worksheet on the early English settlements.

three brief paragraphs about how people from England began to settle in the New World, the hardships they faced, the lost colony of Roanoke, and the settlements at Jamestown and Plymouth. She called on three of her better readers to each read one of the paragraphs, then directed the students to circle five terms that appeared there (England, colony, Roanoke Island, Jamestown, and Plymouth). Then she instructed them to copy these five key terms in the "Word Bank" box. She told the students that they would be responsible for being able to tell her what those words mean or use them in a sentence.

Hurrying because she was running out of time, Mrs. Lake finished by calling the students' attention to the three questions that appeared in the lower half of the worksheet, telling them that they were responsible for reading these questions, finding the answers in the paragraphs on the worksheet itself, writing in the answers on the provided lines, and turning the assignment in tomorrow.

All three segments of this initial class were characteristic of Mrs. Lake's teaching. The first segment was devoted to the KWL sheets, which is how she starts each of her units. The story telling that she did in the second segment was typical in several respects: She framed the material with reference to the time line and what students had been learning recently; she captured and sustained interest using props (in this case, the pop-up models of a Viking ship, Christopher Columbus's ship, and the Pilgrims' ship); she told an engaging story with emphasis on its dramatic aspects; she personalized the story around fictional but fact-based dialogue that conveyed the motives and feelings of key characters; she used a combination of a few questions and her openness to student comments to engage the students in dialogue about the story; and she finished with a review that included reference to key words and a story map as well as questions (addressed mostly to the class as a group rather than to individuals). The students not only responded to her questions but made comments and raised questions of their own.

The third segment also was typical in that it was built around a worksheet that called for writing sentences rather than merely matching or filling in blanks, the content of the worksheet reinforced the key ideas stressed in her story telling, and she gave the students fairly specific and detailed instructions about what to do and how to do it.

Class Two

As the students come into her room, Mrs. Lake tells them to place their assignment sheets from yesterday on their desks so that she can circulate the class and check them. She then does so, recording plus signs in her class record for those who have completed the assignment correctly and minus signs for those who have not or who have forgotten to bring it with them. She reminds this latter group to bring the assignment to class, and in general, to keep all their social studies material in a folder that they will bring routinely. She then sends the class to the social studies teaching station at the back of the room, where they remain for the next 32 minutes.

She begins with a review of the Roanoke Island story, but focuses her questions not on its "mystery of the lost colony" aspects but instead on where the people had come from and what a colony is. As preparation for telling the story of Jamestown, she reestablishes in the students' minds that England had begun to send settlers to establish colonies in the part of the New World that English explorers had claimed for their country. In the process, she mentions the years involved and locates both Roanoke Island and Jamestown on a map shown on the chart stand.

Mrs. Lake's review of the Roanoke story is built around the key words that she introduced yesterday and posted in the display area on the back wall. She begins with the words "England" and "colonies."

T Yesterday we talked about the colonies and we added some words to our board for us to learn about. The first two we added were "England" and "colonies." What can you tell me about England? Why is that important and why is that a word you need to remember? Mary?

S England owned most of the colonies that we learned about yesterday.

T England was one of the countries that owned the colonies. Cathy?

S Like the story, like when they were on the islands when they had the war.

T What about the war in England?

S That what's his name . . . [Cathy is thinking about when John White was stuck in England during the war, so he couldn't return to Roanoke.]

T You need to look over there [at the key words on the board] and decide what's his name's name.

S John White?

T Good job.

S John White went back to England to try to get some goods, but he had to help fight the war and John White went back and he couldn't find anyone.

T Very good. I'm really proud of you, Cathy. Judy?

S Because John White and John Smith were both people that lived in England and they came over to live in the new land.

T Very good. They came from where, class?

Ss England.

T The colonies we're going to talk about, the people came from England. What is a colony? John, what can you tell me about a colony?

S It's like a town or a village that another country owns.

T Very good. I like that answer. Another country owns it. Another country rules it. . . .

The review continues in this vein as Mrs. Lake locates the settlements on the map, asks about John White and Virginia Dare, establishes that Roanoke

Island was established in 1585 but had disappeared by 1588, and notes that Jamestown was founded in 1607. Then she introduces the key words for Jamestown and begins telling its story.

T So 22 years later, after Roanoke, the settlers came to Jamestown. I've already added our Jamestown words. John Smith, Pocahontas, and Jamestown. England and colony still are important to Jamestown, aren't they [referring to two other words]?

Ss Um hum.

T Because where did the settlers from Jamestown come?

Ss England.

T And was Jamestown a colony?

Ss Yes.

T What flag are they flying in Jamestown?

Ss English.

T The flag of England. That's important. So our words for today that I want you to be able to know are John Smith, Pocahontas, England, colony, and Jamestown, Virginia.

T [Teacher sits down, begins Jamestown story.] Jamestown. 22 years after Roanoke Island, more settlers came on what?

S Ships.

T Ships. To the new land. 22 years after Roanoke Island. There were a lot of people still coming to the new land for a lot of different reasons. Jamestown was going to happen because a company in England, a store, hired some people to go look for gold, and the company got three ships, filled it with men and sent them to the New World to make money for the company. "Go. I will pay for your ships, I will pay for everything you need. You go, and you find gold for my company, and you bring the gold back. I'll give you some gold and I'll keep some gold." So these three ships went sailing across the ocean to look for gold. They landed in what is now known as Jamestown, Virginia. To help us out, I've got a poem up here [on the chartstand]. "Southern Ships and Settlers." It was written by Rosemary Vincent Benet. This is not the entire poem, it's just a few verses from the poem, but it talks about the trip to Jamestown. I'm going to read the poem to you, but I want you to be able to tell me what the three ships' names were, what they were looking for in the new land, and what were some of the problems the settlers faced when they got here.

> Oh where are you going, Goodspeed and Discovery with meek Susan Constant to make up the three. We're going to settle the wilds of Virginia. For gold and adventure, we're crossing the sea. And what will you find there? Starvation and fever. We'll eat of the adder and quarrel and rail. All but 60 shall die of the first 700. But a nation begins with the voyage we sail.

T What were the names of the three ships?

S Goodspeed, Discovery, and Susan Constant [students are reading as the teacher points].

T Ok, look at the first ship [shows pop-up ship from book]. Those are the three ships. The first ship up there is Goodspeed [spells]. In this poem and in a lot of documents, that's how it's spelled, but the English people, they have an accent unlike how you and I talk and when they say that word that we would say Goodspeed, they say Godspeed. What does that first sound sound like to us? What word? What English word?

Ss God.

T God. So in history books and in other things that you're going to see and even sometimes I refer to it as Godspeed, change it to mean "May God take care of the ship on the voyage." So you're going to see both spellings. Both are correct depending on which one you're reading. So the Godspeed, Discovery, and Susan Constant were the names of the ships that brought the settlers to Jamestown. What were they coming here for? What did they want to find? Tell me.

Ss Gold.

T They were coming over here for gold. Did they find gold when they got here?

Ss No.

T What did they find?

S Starving and fever.

T They found starvation and fever. Did they find gold?

Ss No.

T What did they find when they got here?

Ss Starvation and fever.

T They didn't find a lot of good luck, did they?

Ss No.

T	Adder and quarrel and rail. Those three words are important. "We'll eat of the adder." Does anybody know what an adder is?

S	No.

T	Tom?

S	A snake.

T	A snake. They didn't have a lot of food when they got here, did they? They could find snakes and so if they found a snake, that's what they ate because they didn't have a supermarket to go to. "Quarrel." Why did you suppose they would fight? Mark, why do you think they would fight?

S	Because . . . [no response].

T	Steven, why do you suppose they would fight?

S	Since they had so little food, they might fight over the food.

T	Yeah. If there was one little piece to eat and there were 700 men to feed, do you think they would fight?

S	Yes.

T	Do you think they expected to find gold? When they got off that ship, do you think they were ready to find gold?

S	Um hum.

T	Was there any gold?

S	No.

T	No. So they probably were unhappy over that. So they started fighting with each other. "Rail." In England, the word rail means to work hard. Why would they have to work hard when they got here? Judy?

S	Because they had to work because they had to find gold . . . they were looking and hoping they would find it and they didn't have any food.

T	They had to work really really really really hard and you know what? Some of the men on that ship never had to work hard because they were just rich kids from England and they got over here and "What do you mean chop down a tree and build a house?" They didn't want to work. It was really hard for them.

S	They had to use other natural resources.

T	Right, they had to use the natural resources.

S [Student says something inaudible.]

T That's right. All but 60 shall die of the first 700. How many people died?

S 640.

T Right. 640 men died. Do you think it was easy living here that first year? No. But 60 survived. What did those 60 men do for you and I? Did they give up and go back to England?

Ss No.

T Let's read the last line together. What does it say, class?

Ss The nation begins with the voyage we sail.

T What nation are we talking about?

Ss Our nation.

T What do we call our nation?

Ss America

T Or the?

Ss United States.

T If those 60 guys went back to England, do you think the United States would have been here right now?

Ss No.

T They stayed, didn't they? And because they stayed and they continued to grow in Jamestown, more people started to come over. We began to become a nation with Jamestown. Unlike Roanoke Island, Jamestown survived. With how many men?

Ss 60.

T Only 60. When the men left England, they had three ships: The Goodspeed, the Discovery and the Susan Constant. The name of the company in England was the Virginia Company. Why do you suppose we have a state called Virginia today? How do you suppose it got its name, Mary?

S The Virginia Company.

T Yeah. The Virginia Company set sail and the owner of the Virginia Company had a small wooden box and in that small wooden box he had seven pieces of paper. And he had numbers, number 1, number 2, all the way to 7. On those pieces of paper, he put the names of the people he wanted to be the leader or the ruler when they found the colony. The box was put on the ship, the Susan Constant and a man we're going to talk about later, name was Israel Worth. He was one of the passengers and he kept a diary of what went on on the ship, the Susan Constant, and also when he landed in Jamestown and started helping to build Jamestown because he was one of the 60 men that survived, we have a diary that helps us as historians understand what Jamestown was like. But Israel Worth in his diary talks about opening that box when they first got to the new land. And on that piece, on the first piece of paper was the name John Smith. John Smith was going to be the ruler chosen by the Virginia Company, of the colony in the new land and if something happened to him, the other people, the person on number 2, the second piece of paper, would become the leader. But the other people, the other six men were going to be his helpers. So John Smith was the leader of Jamestown. Who was the leader of Roanoke Island?

Ss John White.

T Who was the leader of Jamestown?

S John Smith.

T Ok. You need to keep those. You can see that even sometimes I confuse those two names. John White and Roanoke Island. John Smith and Jamestown. Israel Worth in his diary also talked about how they named Jamestown Jamestown. There was a river right next to where they decided to build the colony of Jamestown. The name of the river is the James River. The name of their colony is Jamestown. How many know why they picked that name? Carl?

S Because they named it the James River.

T They named it the James River. John?

S Cause of King James?

T Because of King James. They wanted it to be named after their leader, their king back in England. So they named it Jamestown after King James and they named the James River after King James. That's how Jamestown got its name. Israel, in his diary, talked about starvation, disease, dehydration, and death because they didn't have any fresh water to drink. The water around Jamestown was salt water. They didn't have any fresh water. The night they arrived, several men went on to shore and were attacked with arrows from Indians and two died the following morning. It was not a friendly place to be immediately. They snuck onto the land in the middle of the night and hid in the bushes and built some tents of canvas to hide from the Indians. They began chopping down trees, trying to survive. Building themselves a colony. Many were sick. Many fights. It was really, really a horrible place to be in that first year. A lot of people didn't give up. A lot of people got really mad. A lot of people threw down their stuff and said I'm not going to help anymore. This is terrible and I want to go back to England. John Smith being the leader, being a brave leader, said "We need laws. We need rules. We can't live here together with some people deciding to work, some people deciding not to work." He had his own little rule. "You don't help, you don't help build this fort, you don't get to eat." What do you think the people did when they heard that? What do you think?

Ss They started working.

T Yeah. They started to help. They weren't happy but at least they knew they would get to eat. As little bit that they had, a little bit was better than none. John Smith also went out into the wilderness one day to look for food for his men and was kidnapped by some warriors from an Indian tribe. He was taken into the tribe and the chief, Chief Powhaton, was pretty upset that the white people had come to the United States or to the new land, they were chopping down his trees and killing his animals and just deciding to live here and he was going to have John Smith killed. He was about to have him killed with a tomahawk when his daughter Pocahontas stepped in front of the warrior with the tomahawk and said "Do not kill him." According to legend, when the chief's daughter decides to save someone from death, that daughter then becomes a princess and whoever she saved, became a member of that tribe. So Pocahontas saved John Smith's life. John Smith in turn then became a member of that tribe. Pocahontas was a princess. So John Smith told the Indians all about the troubles they were having so members of the tribe went back to Jamestown and taught them how to plant tobacco and how to plant corn and how to fish and how to hunt and he started to get energy and they started to dig wells deep enough to get fresh water and the Indians began helping the settlers of Jamestown. It was all because of Pocahontas. She saved John Smith's life. Then the Indians, because he was a member of the tribe, felt they had to help. There are books written about that. Pocahontas, Girl of Jamestown [by Kate Jassem, published in 1979 by Troll, Mahwah, New Jersey]. This is a story that tells about how she helped the people of Jamestown. Here's a picture of John Smith almost being killed and Pocahontas saving him. Judy?

S Last year I was looking at different people, different books in the library about Pocahontas.

T Um hum. And as the Indians began helping the settlers, Jamestown started to grow and more people continued to come. As more people came, the more people there are, a lot of times the more problems there are. Right?

S Um hum.

T If there was just enough food for 60 men, what happens when a shipload of 100 more settlers come, is there as much food?

S No.

T So there was still a lot of problems. There were a lot of things that had to be solved. One of the ways that it was solved was establishing a group of men who made laws. Those were called Burgesses and they met in a building called the House of Burgesses and these men met and made the laws. That was the beginning of the laws and the system of government we have today in the United States. We have judges, we have juries, we have people who help make laws and we have people who vote for those laws.

That began back in Jamestown. That's why in the last sentence, "a nation began with the voyage we sail." A lot of the things we do today began with the development of Jamestown. I'm going to ask you some questions right now. The first questions are true and false. See if you were good listeners. You tell me true or you tell me false when I read it. You're going to answer what?

Ss True or false.

T John Smith came to the New World from France.

Ss False.

T The people who came on the ships with John Smith wanted to be farmers in the new land.

Ss False.

T Smith's life was saved by an Indian Princess named Pocahontas.

Ss True.

T Chief Powhaton and his tribe taught the settlers how to grow corn and tobacco.

Ss True.

T We call Jamestown a colony because it was in a new land that kept its ties with England.

Ss True.

T Ok, you need to raise your hand if you know the answer to this question. This is not a true or false question. The Jamestown settlers came to America on? Norman.

S On Susan Constant or something like that.

T That's one.

S And Discovery and the Goodspeed.

T And those three things were trains, right?

Ss No. They were ships.

T Ships. OK. They got here on sailing ships. They came in the year what?

Ss 1607.

T Good job! Who was John Smith? Ken?

S The guy from the Virginia Company made him leader of Jamestown.

T Very good. Pocahontas. Helen?

S She was the Indian that saved John Smith's life and became princess.

T Very good. Last thing before we go back. I'm going to read a statement to you. I want you to tell me if that would be a problem. Your answer's going to be a problem or a success. Your answer, you're just going to tell me that was a problem for the colony of Jamestown or that was a reason they were successful in Jamestown. Think a minute and give me your answer. Number one. The area around Jamestown was marshy and full of mosquitoes, and there was no fresh water.

Ss Problem.

T It was a problem. Why would that be a problem? Mark?

S Because if there wasn't any fresh water, they couldn't survive very good.

T John Smith was a bold and strong leader.

Ss Success.

T That helped them be successful. The first settlers who came here hoped to find gold.

Ss Problem.

T Why was that a problem?

S Couldn't find any.

T Right. There wasn't any here. The Indians helped the settlers plant corn and tobacco.

Ss Success.

T The colonists elected people to make rules in the House of Burgesses.

Ss Success.

T Very good. We're going to go back and begin an activity with your partner.

At this point, Mrs. Lake has the students return to their desks and rearrange them so that partners can sit together. The assignment (not shown here) calls for each pair of partners to work cooperatively in developing and recording good answers to five questions about key aspects of the Jamestown settlement. The five questions, along with five large circles in which students are to record their responses, appear on large poster paper pages that have been prepared by a high school student assistant who is available to Mrs. Lake a few hours each week as part of a vocational experience program run by the district's high school (the student wants to become a teacher). One of the ways that this student helps Mrs. Lake is by constructing or copying worksheets or other materials for assignments.

To help prepare the students for the assignment, Mrs. Lake returns to the chartstand, flips the chart once again, and reveals a story map that she has constructed for Jamestown (see Figure 3). Pointing to the corresponding box on the story map as she asks each question, Mrs. Lake then leads the students quickly through a review of the key facts about Jamestown. Then she gives directions for the partners' assignment.

T We learned about Jamestown. Let's review one last time by reading our map here. When was it discovered?

S 1607.

T What were the three ships?

S Goodspeed, Discovery and Susan Constant.

T Why did they leave England to come to the new world?

S To find gold.

T They were looking for gold. Who sent them here?

S The Virginia Company.

T A store or company named the Virginia Company. How did they name it Jamestown?

S After King James.

T After King James. Did they find gold?

S No.

T What did they find?

S Problems and starvation.

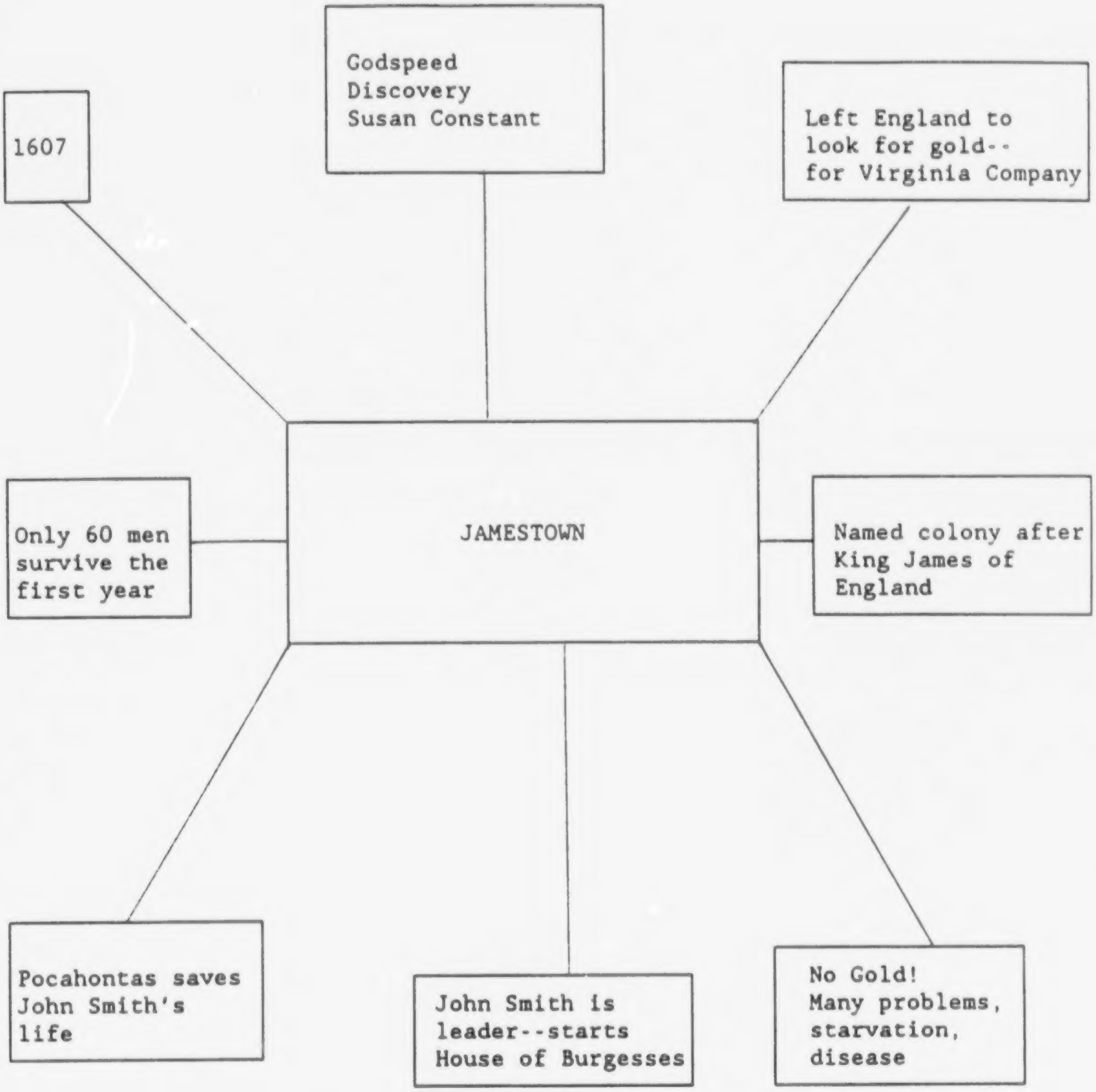

1607
Godspeed
Discovery
Susan Constant
Left England to
look for gold--
for Virginia Company
Only 60 men
survive the
first year
JAMESTOWN
Named colony after
King James of
England
Pocahontas saves
John Smith's
life
John Smith is
leader--starts
House of Burgesses
No Gold!
Many problems,
starvation,
disease

Figure 3. Story map for Jamestown.

T What kind of problems?

S Starvation and fever.

T Who was their leader?

S John Smith.

T And what had to be established to make laws?

S House of Burgesses.

T The Burgesses or the House of Burgesses. Who saved John Smith's life?

S Pocahontas.

T And how many men survived the first year?

S 60.

T OK. I want you and your partner to make a map of information about Jamestown. In front of you, you will see five circles. The first one is How did they get here? I want to know a lot of information about that. I don't want you just to write the names of the three ships. I want complete sentences, you might want to add extra information like the Virginia Company sent them here. They came from England. I want complete sentences. In the second circle it says Why did they come here? I want more than just "to look for gold." I want to know what you know about that. What's your best answer? What's the best information you can share with me so that I know you are learning. Next is Rules and laws. They needed rules and laws. What was John Smith's rule? What did he establish? Next talk about Indian friends. You need to mention Pocahontas and you need to talk about how the Indians helped. Last, Hardships and problems. It was not easy for the settlers. What were some of the problems they faced? What was it? It was food, it was water. How many of you are in Mrs. Smith's reading group? Hardship was one of your words this week, wasn't it. What does hardship mean? Bruce?

S Like hard times.

T Having a hard time. Ned?

S Problems.

T Problems?

S Like maybe they had yucky water and not being easy.

T Not being easy, struggling. So you need to list the things about Jamestown that were not easy for the settlers. If you look over here for a minute [at completed papers already done by another class and posted on the wall], you'll see that some of the kids wrote and filled in the entire circle. Give as much information as you can. You may choose to print,

> you may choose to write in cursive. I would suggest you choose whatever it is that you and your partner feel you're neatest at. Other people are going to read these. You are doing this with your partner. You and you're partner need to decide what information you're going to write. Write it in pencil first and go over it with a marker. If you want to have your partner split up, some write in another circle, that's fine. If you want one person to do all the writing, that's fine. What I want to observe, what I want to see is both of you talking about what you're going to write inside the circle.

Mrs. Lake had already gone past the scheduled end of the social studies period by the time she completed giving these directions, so she told the students that they would begin work on the assignment during the next day's language arts class.

This second class also typified Mrs. Lake's history teaching. She led the students through a review of the Roanoke story using the key words that she had introduced and posted the previous day, and she introduced and emphasized a new set of key words in the process of telling the Jamestown story. She again placed the material in a time and space context and referred to related prior learning, told a new story with gusto, basing it on children's literature sources (and in this case a poem, as well) and including props and illustrations, and finished with an assignment that called for students to write significantly (in this case, in collaboration with a partner). A relatively unusual feature of her teaching in this class was the use of two sets of questions taken from workbooks (the true-false questions and the problem-success questions) as a way to review the Jamestown material. More typically, she structures her reviews around her key word cards or (as she did later in this class) around story maps that she has displayed on the chart stand.

Mrs. Lake's attempts to integrate across subjects were especially notable in this class. In addition to using a variety of children's literature and her book of ship illustrations, she exposed the students to a poem about Jamestown.

The poem was difficult enough to require some analysis and interpretation of its meaning, but it provided students with exposure not only to poetry but to the language of the times, and it also fleshed out the story in interesting ways (e.g., suggesting that the colonists were hungry enough to be willing to eat snakes). She also briefly incorporated some mental arithmetic questions, both in the included excerpt on how many settlers died and how many survived the first year at Jamestown and in another interchange (not quoted here) concerning how many years lapsed between the Roanoke Island failure and the establishment of Jamestown.

Class Three

Class Three is very similar to Class Two. Mrs. Lake spends a few minutes at the beginning of class checking the students' work on the previous assignment, then moves to the back of the room to review Roanoke and Jamestown and tell the story of Plymouth, and then comes back to the front of the class to start the students on the next assignment. In between the second and third class, she has supervised the students' work on the Jamestown assignment during their language arts class, then told them to complete any leftover work that may be needed and turn in the assignment at the beginning of this class. After circulating briefly to check the work and making a few notes for follow up later with individual students, she has the students pass in their assignments.

Once she and the students are settled at the back of the class, Mrs. Lake begins by reviewing the Roanoke and Jamestown material, using the key words posted on the display board. Besides placing key words into the "people," "places," or "events" categories, she has clustered the "places" words to assist memory: England is at the top, with colony underneath that, and then

Roanoke Island, *Jamestown, Virginia*, and *Plymouth, Massachusetts* laid out beneath *colony*. Today there also is a pile of books on her chair and filled-out Jamestown assignment papers posted on the side wall. She leads the students through the review, mostly asking questions that call for choral responses and pointing to appropriate key words on the display board or to locations on the map on the chart stand.

T Today we want to continue learning about the colonies. We have covered Roanoke, we have covered Jamestown. We're going to begin looking at the third one, which is Plymouth. Before we get ready to meet Plymouth, we want to go back a little bit and review what we know about Roanoke Island and what we know about Jamestown. I'd like you to think for just a minute focusing on these two words. England and colony. Why are these two words important to us. Let's start with England. Mary, what can you tell us about England?

S England owned all of the colonies that we've learned about so far.

T Ok, very good. Judy can you add something?

S [inaudible response]

T Ok, we'll come back to that. Ned.

S All the people, John Smith and John White worked for England.

T Ok. They came over. The settlers like John White and John Smith came from the country of England. Carl?

S John White when he had to go back for supplies, he went back to England.

T Ok, John White, when he had to go back for supplies, he went back to the country of England. What is important about the word England and what I want you to remember is that the settlers that came to America and built colonies were from that country. The people from Roanoke Island and the people from Jamestown and the people from Plymouth that we're going to work on today all came from England. A lot of you mentioned in your answers about what a colony is. . . . Let's look at our map that shows the three major colonies. Roanoke Island is off the coast of North Carolina, Jamestown is in Virginia, and Plymouth is up here, up the coast in the north in Massachusetts. Those were the three major colonies. What is a colony? What's important about a colony? Steve?

S The colony is a piece of land like a town owned by a country like England claimed and they have people living there.

T What flag is flying in Jamestown and Plymouth?

S England.

T Ok. England's flag because Jamestown is still a part of England. Plymouth would fly the English flag because it is still a part of England. Does Hawaii touch our land we know of as the United States?

S No.

T But is it part of the United States?

S Yes.

T Do you understand that you can be part of something and not be connected to it? That ocean is between these colonies and England, but did that make a difference?

S No.

T No. King James still ruled England. King James still ruled the colonies. "A colony is a group of people who move to a new land but keep their relationship with the country they came from" [reads from map on chart stand]. If the settlers coming to Jamestown had come from the country France, what flag would they be flying in Jamestown? Tell me.

S French.

T Ok, the French flag. Remember when the explorers went on their expedition? How did we know, if there were 100 ships and we were looking at those ships, how would we know what country the explorers were working for? Tell me.

S The flag on the ship.

T Right. The flag on the ship let people know what country those explorers were working for. Remember, Columbus was born in Italy but did he explore for Italy? What flag was on his ship?

S Spain.

T Right. The same idea is in a colony. The colony belongs to the country that the people came from.

S The flag on the ship was kind of like a license plate.

T Exactly! That's a good idea in comparing that. We have license plates on our cars to show what state we belong to. The flag is the same idea. They put a flag to know what country you belong to.

Mrs. Lake continues in this vein for about 15 minutes, working through the list of key words. The students typically answer confidently and correctly. Mrs. Lake compliments them and then begins the story of Plymouth.

T If I said tell me about Jamestown or tell me about Roanoke Island, could you do it or is there something that you just don't really understand? Think about it. Look at these words for a minute. Do you know something, at least one thing about each one of those? How many think they could do a pretty good job if I asked each one of you about each one of these words if you could tell me at least one thing about them? Is there any that you need help with just a little bit? Very good. I think you do because I listened to you. I think you have a really good understanding of Roanoke Island and Jamestown. Today we want to add the third colony. The third colony is Plymouth, Massachusetts. You know a little bit about it because we just finished Thanksgiving and the group of people that we associate with Thanksgiving are who?

S Pilgrims.

T The Pilgrims. And that's the group of people that came to Plymouth. Today we're going to talk about Plymouth. Look up here at the map. The explorers continued to come over and explore the new land. Finally people from other countries were going to live in that new land. In 1585 they came to Roanoke Island. In 1607 they came to Jamestown. In 1620 a group of people were having problems in England. They were called the Pilgrims. Their problem in England dealt with King James. The king wanted them to worship God in one way, his way. He said you can only belong to the Church of England. We're not going to have any other churches. We're going to have one church and that's the church of England. I want you people to go to that church. That's my church and that's the church we're going to have. This group of people, the Pilgrims, didn't think that was fair. They wanted to worship and have their own church. They wanted to raise their children believing in God the way they wanted to. So this group of people moved to the Netherlands, or moved to Holland, which is across the English Channel from England. They didn't speak English and it wasn't like living at home. So they stayed there awhile, but they were really sad because their children no longer were playing with other children that spoke English, they were speaking with children that spoke Dutch. It was very difficult for them. They decided . . . they saw a ship leaving for Jamestown filled with people. . . . they would get a ship, go to the new land, and in that new land, they would build a church and the church would be the church that they wanted, not the church that King James wanted. The name of their ship was what?

S Mayflower.

T The Mayflower. They came to America thinking they were going to Jamestown for religious freedom, to be able to worship God the way they wanted to worship, not the way the king wanted them to do. Why did the settlers come to Jamestown? Not the Pilgrims. But why did the original settlers come to Jamestown?

S To find gold.

T But why did the Pilgrims come to the new world or America?

S Freedom.

T For what kind of freedom?

S Religious.

T So there's a difference. The settlers left their country for two different reasons. Jamestown, the settlers came for gold. The Pilgrims came for religious freedom. They had maps by 1620 and they were coming on the same ship built the same way as the settlers had the Susan Constant, the Discovery, and the Goodspeed. There wasn't any difference. You know what happened to the Mayflower? It got lost. There was a storm, there were real heavy winds. England is over here [points to map] and as it set sail for Jamestown, the wind caught it and took it to the north. And that's why the Pilgrims landed up here in Massachusetts rather than down here at Jamestown. They were intending to come to Jamestown. In fact, they had let the people know in England that they were going to Jamestown, but their ship got off course and they ended up way up here in Massachusetts at a colony that they decided to name Plymouth. Ken?

S Why did they name it Plymouth?

T They named it Plymouth after a city in England. Let's go over the words that you are going to be responsible for and knowing about Plymouth. The first one is the name of the group of people. What was the name of the group of people that came?

S Pilgrims.

T Ok, the Pilgrims. The word pilgrim means people in search of religious freedom. In the Bible, there is reference to pilgrims or people looking for religious freedom. That's why we called this group of people pilgrims, because they were looking for religious freedom. In England, they were called Puritans. We call them Pilgrims. How did the Pilgrims get here?

S Mayflower.

T How did they get here originally? How did the settlers get to Jamestown?

S Ships.

T How many remember the name of the three ships? Judy.

S The Discovery, Goodspeed, and the Susan Constant.

T And the Pilgrims came on what, class?

S Mayflower.

T Ok. Did they have laws in Jamestown, laws and rules that the people had to follow? Did they have them right away or did they have them later? Tom?

S Probably later.

T Why? When did they decide to have laws in Jamestown, Kelly?

S When they started fighting.

T When they started fighting. They didn't have laws until there was a problem. You know what? The Pilgrims heard all about the problems in Jamestown. They said we're not going to make that same mistake. So before the Pilgrims could get off the ship, before they could get off the Mayflower, they had to sign a piece of paper and that piece of paper was a promise that if I get off this ship, I will work hard, I will help gather food, I will help go hunting, I will help build houses, and if I don't, I will have to return to England. The Pilgrims had to sign that before they could leave the ship. Jamestown had their laws when the trouble began. The Pilgrims decided to have their laws before the trouble began. Do you think the pilgrims knew that it probably was going to be really difficult to just go out and live in the wilderness? So they decided to set up their laws before they left the ship and they called their laws the Mayflower Compact. A compact is just an agreement. It's an agreement between all the Pilgrims that they would get along and that they would help each other. When did they sign this, Tom?

S Before they got off the ship.

T Before they got off the ship. Do you think that was an important decision on their part? Why do you think that would be important, Alice?

S Because so they won't fight and stuff.

T Ok. Kelly.

S So they all have their share of work and they would all have to work harder.

T They would know that everyone has their fair share of work to do. Did Jamestown have a ruler? A leader?

S Yeah.

T Who was the leader of Jamestown?

S John Smith.

T John Smith was the leader of Jamestown. Do you think Plymouth was going to need a leader?

S Yeah.

T Yeah. They didn't call him a leader, they called him a governor. The governor we're going to talk about, the governor of Plymouth colony was William Bradford. You're going to be really happy that this is not another John to confuse you. So we have John White, John Smith, and?

S William Bradford.

T And who was William Bradford, Robert?

S The ruler of Plymouth.

T And what are we going to call him instead of ruler, what was his title?

S Governor.

T Governor. And in Jamestown, was there a helpful Indian? Who was the helpful Indian in Jamestown?

S Pocahontas.

T Do you think that there would need to be some helpful Indians up at Plymouth?

S Yes.

T Because the settlers, particular the Pilgrims, were very meek and mild people. They didn't know how to survive. So there were two Indians. I know you're familiar with one. What Indian is that?

S Squanto.

T The other one, in fact, met the Pilgrims first. And his name was Samoset. Say that.

S Samoset.

T Samoset brought Squanto to the Plymouth colony to meet the settlers. These two people were very, very helpful because you know what? Looking back here at our map quickly, is this a lot farther north?

S Yes.

T Do you think there's going to be winter up here? Is it going to be worse up here than it is down here in the south?

S Yeah.

T So not only did they have the same problems as Jamestown, but up here they faced a horrible winter and you can't plant food in the winter, can you?

S No.

T Their life over here is just like our life here in Michigan. Pretty rotten if you had to live outside all winter long. So do you think these two Indians were very important to the settlers at Plymouth?

S Yes.

T Yes. Because they showed them how to hunt, how to survive in the winter, how to store food so that you would have food to eat in the winter, how to build shelter and how to fish in the ocean. They also showed them how to get fresh water. Remember the problem with fresh water in Jamestown?

S Um hum.

T Well, these two Indians showed the settlers how to get fresh water. It was a very difficult time that first year for the people at Plymouth. A lot of people died. There was starvation, there was hard work, there were sad times, but they made it. So at the end of that year, in 1621, they had a celebration. What do we call that celebration? What's our day in remembering that?

S Thanksgiving.

T That's our way of saying thank you to these making it, in terms of staying in the colony. Jamestown. Plymouth. They have likenesses and they have differences, don't they? Both had to struggle with hardships that first year, didn't they? But they made it and because they made it, a nation was born. And what was the name of that nation?

S America.

T The . . . ?

S The United States.

At this point, Mrs. Lake has finished telling the story of Plymouth, but before moving back to the front of the room to start the assignment, she shows the students the books on the early settlements that she has made available for them to read if they want to learn more about these early settlements.

T Books are so important. You go to the library every week and when you go to the library I see a lot of you getting out fiction type books to read for enjoyment and I think that's wonderful. So there's a whole section in our library that has books that can teach you things, that you can learn from. These are just a few of the books that I picked up in our library that talk about Plymouth. Here is the book that is the story of the Mayflower Compact and it's all about how the [says "Indians" but meant Pilgrims] before they got off this ship and how they decided to sign it to avoid problems. This is in our library.

S You just said Indians.

T I'm sorry. The Pilgrims signed it. Steve?

S Who signed the papers like the Constitution?

T It could have been, it was their paper that stated their rules. It was not the Constitution. Here's another one in the paperback section called Pilgrims Stories [by Margaret Pumphreys, published in 1961 by Scholastic, New York]. Here's Squanto, Friend of the Pilgrims [by Clyde Bulla, published in 1954 by Scholastic, New York]. Squanto: The Pilgrim Adventures [by Kate Jassem, published in 1979 by Troll, Mahwah, New Jersey]. So there are books in our library that deal with history and what we're working on today. These will be out for you to use during reading time. Over this past weekend when I went home for Thanksgiving, I went to a really special bookstore that they have up there and I bought two books to have in our classroom that are brand new books and they just came out this past month. The first book is called Sarah Morton's Day, a day in the life of a Pilgrim girl. This talks about what it was like for this nine-year-old girl who was alive in 1627 and lived at Plymouth. This book is written from the diaries that were left behind from Sarah's family. It's really a neat book. It talks about what she had to do as a child living in Plymouth. This other book is called the Pilgrims of Plimoth [by Marcia Sewell, published in 1986 by Atheneum, New York]. It talks about beginning their trip in the Netherlands and coming to the new land and finding Plymouth colony and surviving that first year. I'm going to be reading these to you but we're going to be reading them during language arts in the morning and doing some activities with these books. When I go into a book store, I look for books that deal with what we're studying because I think books are important, an important connection to history. Would we know about all these things if there weren't books? No. Even back then, in 1620, people were writing diaries, writing books about what was happening and that's how we know. So book are very important. John?

S They spelled Plymouth wrong. [Plimoth]

T Do you think this person spelled Plymouth wrong?

S Um hum.

T There are two ways to spell Plymouth. This is the way that if we lived in England, we would spell this colony. We live in the United State and we generally spell it Plymouth, P-L-Y-M-O-U-T-H. Both spellings are correct and you'll see them both. Remember we talked about Goodspeed and Godspeed? Croation and Croatoan. What we're going to do right now and we don't have a lot of time, so I'm going to need your cooperation. We're going to do a review sheet over the Pilgrims about what we talked about. It's going to be on the Mayflower Compact, it's going to be on the Indians, and it's going to be on the comparing of Jamestown and Plymouth. I'll be turning this [the chartstand] around so you can look at that if you need some help. Return to your seats.

The assignment is a review sheet calling for students to supply key facts about Jamestown and Plymouth and then to compare the two settlements (see

Figure 4). Mrs. Lake leads the students through the task, telling them what to write and circulating to make sure that they do it correctly. As time begins to run out, she tells the students to put down their pencils and pay careful attention as she explains and demonstrates what needs to be done to complete the assignment. She also gives them page numbers from the social studies text that they can consult if they need more information and adds that they can work with their partners if they wish.

T There are four boxes on this sheet of paper. Each of those boxes refers to something we talked about today. The first one is why was the colony in Plymouth started. Jamestown was started for what, class?

S Gold.

T Gold. Why did the Pilgrims want to come to the new land? I want you to think. Put your hands down. You're only thinking. How many know what they would write down in that square. The Pilgrims came to America because. . . . What would you put, John?

S They wanted to start a new life.

T They wanted to start a new life, but what else were they looking for, Carl?

S They were looking for freedom.

T Freedom for what? What specific type of freedom? Mark?

S Religion.

T They wanted religious freedom. They wanted to be able to build their own church. You need that information in that first square. Write that right now. The next square where it says Lesson 31, in that square I want you to tell me all about the Mayflower Compact, who signed it, why they signed it, and what it was for. Tell me all you know about the Mayflower Compact. You have one minute before it's time to leave. Put your pencils down. I need to know that you're listening, so I want your eyes looking at my eyes. Down here where it says compare Plymouth with Jamestown, would you put your finger on that box so I know that you're looking where I talked about. I would like you to draw a line dividing that square in half. It's going to look like this [demonstrates and holds up]. On one half you're going to write Jamestown and on the other half you're going to write Plymouth. So do that right now. Your paper should look like this. Look up here [walks around checking papers]. Now, I want you to compare Jamestown and Plymouth. Did Jamestown have an Indian helper, yes or no?

S Yes.

T Who was that?

S Pocahontas.

T So on the Jamestown side you're going to write Pocahontas. Did Plymouth have Indian helpers?

S Yes.

T Look up here. There were two of them. Who are they?

S Samoset and Squanto.

T So those two are going to go on the Plymouth side. Draw a line under those. Next, did Jamestown have a leader?

S John Smith.

T John Smith. So on Jamestown side, you're going to put John Smith. Who was the leader at Plymouth?

S William Bradford.

T So on the Plymouth side, you're going to put William Bradford. I want you to compare Plymouth and Jamestown in as many possible ways as you can. Talk about the ships. They both came on ships. The year. What year for Plymouth, what year for Jamestown. What they came here for. One came for gold, one came for religious freedom. List the comparisons, as many as you can. And in the last one, it says describe how the Indians helped the people of Plymouth. Turn your paper over. In big letters so you can read it, put pages 95, 96, and 97. If you need help, your social studies book will help you. Those pages can be your resource if you're home and need some help. This needs to be finished for tomorrow. You have a learning partner, you need help before the end of school, your learning partner can help you. Do you have any questions?

Class Four

As the students enter, Mrs. Lake chats with them for a few minutes about tradebooks and library books that some of them have been reading. She mentions one on Virginia Dare that has an illustration showing the tree with "Croatoan" carved into it. She encourages the students to check out and read these books once again.

Next, she takes a few minutes to check their work on yesterday's assignment (Figure 4). She marked a few of them that contained mistakes, then told the other students to put plus signs at the tops of their papers. She then spent about five minutes reviewing key facts about Jamestown and Plymouth with the students, then allowed them to spend the last half hour of the class working on two assignments with their partners. The first was the information sheet on Jamestown that they had begun previously (in which they answered five questions by writing information into five circles), and the second was a similar information sheet on Plymouth (also not shown here).

The five minutes devoted to review featured rapid questions and answers focused on the salient facts depicted in story maps that had been constructed for Jamestown and Plymouth and kept available for reference on the chartstand. The students answered these questions easily, showing mastery of the basic facts. Mrs. Lake's instructions for the assignment were as follows.

T You and your partner are going to complete a map of information about Jamestown and a map of information about Plymouth. You're going to use the same information that we have up here on our chart, so if you or your partner need to come up and look for information, you may do so. I would expect that possibly you would walk to the back board to learn how to spell some things, if you weren't sure how to spell all the words that you are going to need, they are going to be listed back there.

S Can we flip the easel like if we're doing Jamestown and Plymouth is up there?

T Yes. . . .

T You use whatever you can to help you. In your book, we talked about Plymouth and Jamestown and use that as a resource too. I really think you're going to find that you have the information stored in your mind. You can gather that information, between you and your partner, enough information to fill this in. The categories on the information map are How did they get here? In Jamestown, I want to know how the settlers got here. For Plymouth, I want to know how the Pilgrims got here, and I want complete sentences. The Pilgrims arrived, even include some information about them getting lost. Why did they come here? They came here for different reasons. The settlers in Jamestown came here for one reason, the Pilgrims came to America for another reason. Make sure you have that information correct and you put that down there. Rules and laws. On Jamestown I'll expect you to talk about the House of Burgesses. For Plymouth, you'll talk about the Mayflower Compact. There's a section on Indian friends. Both colonies had Indian friends. Who were those Indian friends and how did they help? The last one were the Hardships and

Lesson 3

- Why was the colony of Plymouth started?
- Tell why the Mayflower Compact was an important document.
- Compare Plymouth with Jamestown.
- Describe how the Indians helped the people of Plymouth.
- Name ____________

Figure 4. Worksheet for Jamestown and Plymouth.

problems. Both colonies had problems that first year. Both colonies had hardships. List those things that were a problem for those two colonies. Judy?

S Can we write or print?

T You may print or write in cursive. That's your choice. What I want you to concentrate on is neatness. Who is our student of the week? Laurie will you please pass this out? Just one per partnership [i.e., 2 students]. When I call your name, will you come and get the one on Jamestown? [calls more names] [Teacher goes to front of class, speaks slowly and deliberately.] OK, I'd like you to look up here. I'll know you're ready to listen to me when I see your eyes are looking at me. It's really important that you rely on each other to complete them. I don't want one person just sitting. I want to see that you're carrying on conversations with each other, deciding what the best information is. You may decide to discuss each one. For instance, how did they get here? You can decide what you're each going to write, one write for Plymouth and one write for Jamestown. You can decide what the best answer is. Fill in the information in the circle so that we can read them as your paper is hanging up this way. Do not write sideways. Write straight across within the circle. And use complete sentences. You may have more than one sentence. You may have three or four sentences. Whatever completes that information for you and your partner.

At this point, the students begin working with their partners--discussing what information to write, gathering information or checking spellings by consulting books, the chartstand, or material posted on the wall, and then entering the information on their worksheets. Mrs. Lake circulates to monitor and give feedback, and occasionally praises individuals or the class as a whole. Near the end of the class, she tells the students how she wants them to organize their materials in their folders, and has them hold up the folders so that she can make sure that they are organized properly. Within each partnership, one member will keep the Jamestown assignment and one will keep the Plymouth assignment.

Originally, Mrs. Lake had intended to give the instructions for the following "Jamestown journal" assignment in this class as well, but time ran short. Rather than stop the students before they had finished with the Plymouth assignment and then rush them through the instructions for the

Jamestown journals, she decided to save the latter for another time. Rather than wait until the next scheduled social studies class, however, she decided to introduce the Jamestown journal assignment at the next morning's language arts class. I have called this language arts class "Class Five."

Class Five

Although this class was scheduled as language arts time, Mrs. Lake devoted about 35 minutes of this 45-minute period to giving instructions for the Jamestown journal assignment. Her instructions were as follows.

T When we studied Native American Indians, we made a book and that book was my way of finding out if you knew the information on the various Indian groups. And when we did explorers, you wrote a letter or a report on which explorer you would have wanted to be with and why and what your expedition would have been like. That gives me information on how much you know about those explorers. Our writing assignment for this unit on Jamestown, Roanoke Island, and Plymouth is going to be a diary based on the first year in Jamestown. When you write the diary, I am then going to be able to find out how much information each of you have on exactly what happened in Jamestown during that first year. We've done a lot of talking about that first year. From the people coming over to those who survived, the problem between John Smith and Pocahontas. You have a lot of information. By writing the diary as if you were there, I will know how much information you have. Your work on this assignment will be a part of your grade for the next report card. It will be taking the place of a specific test on Jamestown. Before we begin I want you to look up here [points to poster hung in air on clothesline]. "Historical fiction." We shared with you yesterday and today, some books that kids got at the library. Those books are historical fiction. Let's read to find out what historical fiction is. [reading this] "Historical fiction is a special kind of fiction in which events and characters from the past seem to come to life. A story that is historical fiction is based on real events or people from history. But in historical fiction, the author creates details and dialogue to make the story more interesting to the reader." The people who write books, the authors of the books that we shared in class, they were not there. They did not see what life was really like during this time period. They researched, they read other books, they read diaries, and then they wrote a story. Everything in that story may not be 100 percent accurate, but we can do our best job of trying to make it historically correct. For instance, we wouldn't write about the settlers of Jamestown coming over on the Mayflower, would we? What would be wrong with that information? Ken?

S It's not historically correct.

T It's not historically correct. Very good, Ken. We want the correct information and then we add words to that to make it more interesting. I have here a book, Jamestown: New World Adventure [by James Knight, published in 1982 by Troll Associates of Mahwah, New Jersey, as part of the "Adventures in Colonial America" series]. [Holds up the book throughout this introduction.] This book is written in diary form. The book you're going to be writing is in diary form. Let's talk a minute about diaries. How are diaries set up? Can you think for a minute how diaries are set up? Mary?

S They're set up like on one page it would say February 1 and February 2 on every page.

T At the top of the page there is a date. Mary is correct. And then on that page beneath the date, the person writing the diary would share information about what happened on that day. In this diary, it happens to be the diary of Israel Worth. Israel Worth was a real settler in Jamestown. How do you suppose we know there was an Israel Worth? Alice?

S A diary.

T He left a diary or he left a journal. They did not call them diaries--they called them journals back in the 1600s. So Israel Worth left a journal. This author, James Knight, took part of his journal and put it in diary form to share with you through a book. Books are so important for that very reason. We can learn from them. This book, this diary, this journal of Israel Worth begins May 14, 1607. You can see the date written right at the top of the page. It was the day, or around the day, that they arrived and saw the land that they were going to name Jamestown. Israel Worth, in this book, he did not write in it daily, he did not write in it May 14, May 15, May 16. If he did that for a solid year that book would be this thick. So what is in this book are diary entries. Some are weekly, some are monthly. Some he skipped three months and then he would write what had been happening. Cathy?

S Was it like he put all the important information in?

T Right, the important information about what was happening in Jamestown. It was a way for the people in England to find out what was happening in Jamestown because, remember, they left relatives and friends in England. This was his way, keeping a journal on what was happening. Listen as I read to you about May 14, 1607. "This journal will record the adventures of Israel Worth in the new colony of Jamestown. At the time of this first entry I am 28 years old and in good health. I am one of four master carpenters on this expedition." What do we call the writing, as I read this, I'm using the term "I," what do we call that, does anybody remember? Robert?

S Biography.

T Cathy?

S Autobiography?

T It's like an autobiography because it did happen to him, but he's not describing his life, so it wouldn't be an autobiography. "First person." We're writing in the first person. He was there, he's the first person to tell us this story, so we use the term "I." You also are going to write in first person. Your diary is going to have "I" because we're going to take a step back in time, and you're going to be living in Jamestown as you're writing your journal. "As I write, I am aboard the ship Susan Constant with the captain, Christopher Newport, in command. Two other ships are also anchored in the bay. They are the Goodspeed and the Discovery. I will write as often as I am able for I know that we will be laboring hard for this new colony of the Virginia Company as we look for gold and time will be scarce." Was the information I've read so far historically correct?

S Yes.

T Yes. "The land smells sweet after our long voyage at sea. From the ship I can see a white sandy beach and tall pines. The air is mild. The river beyond this bay looks broader than any I have seen in England. As with our colony, we have named the river James after King James. When we entered the bay of the Chesapeake a few days back, there was trouble. We were anchored off a point of land which the captain called Cape Henry. He and some of our men went ashore. They were attacked by Indians. Two sailors were wounded by arrows and one of them died today. Earlier today, we carried men and goods to shore. Some of the men are now asleep in canvas shelters in the forest. I will be able to go ashore tomorrow. When we arrived in this wilderness, Captain Newport opened a sealed box he had brought from the Virginia Company in England. It contained the names of the seven men who will be our leaders. The first name was that of Captain John Smith. Captain Smith will be our leader while in Jamestown."

The next diary entry is June 7th and he says, "Three weeks have passed since the last time I wrote." So in this diary, we're not writing it daily. It's historically correct, it's information about what happened in Jamestown. You are going to be, in your diary, writing about four days during the first year in Jamestown. On those four days, you're going to be able to follow information so that you have an idea of what I expect on that page. Your first day in your diary is May 14, 1607. You're going to write what it was like as you arrived in Jamestown. An example is up here [points to a clothesline strung across the room at height of about eight feet, on which she has hung an enlarged reproduction of work on this assignment by one of the students in her homeroom section]. "My class began this yesterday morning." Jeremy wrote on his first page. Follow along as I read Jeremy's to you. "May 14, 1607. This is the journal of Jacob Wesley Adams. I live in England. One day I was in the harbor with my brother Jonathan Adams. My brother and I sailed on the Susan Constant to the New World to get gold. The Virginia Company sent us. When we arrived we named our new colony Jamestown after King James. We also named the river after him. We began to build a fort which we called Fort James. The ships called Goodspeed and Discovery arrived a day later. We have found no gold. We have started to build houses for shelter. Before it became dark, I went out to look for food. I arrived back to the colony before dark. We built a campfire and talked about our new home." Pretty good job?

Ss Um hum.

T Yeah. You will be able to do the same thing. So there's information in there that is historically correct. There's other information that Jeremy added on his own to make it more interesting. The information about the ships, is that historically correct?

S Yes.

T Yeah. His name, is that historically correct?

S No.

T No. He was able to create his name. However, we need to take a minute and talk about names. During the 1600s they didn't have cute names. They didn't have popular names. They didn't have Nickys and Cathys and Lauries and Steves. So in order to make this historically correct, we need to think about what kind of name we're choosing. A good way to remember that is . . . Tom could use his name, but he couldn't use Tom. He could use Thomas. Another excellent, excellent way for you to choose your name is to find out what your great great grandfather's name was. That probably would be a name they would have used in the 1600s. Because probably none of you have a Grandpa Steve or a Grandpa Nicky. We have Howards and Georges and James. Those are the kinds of names you need. One of the students yesterday suggested using the Bible because the names in the Bible are very old-fashioned names that we think of as old fashioned. Not names for 1989. So you need to be thinking. In order to make this historically correct, you have to think of the name that you choose. Cathy?

S Is Herbert a good name?

T Herbert would be a wonderful name. That would be a wonderful name. Nicholas spelled the right way would be a fine name to use [i.e., not Nicky]. Historically correct. Could we have a girl's name writing this diary?

S [Most students say yes but one says no.]

T How many think that we could have a girl writing this diary in Jamestown in 1607? How many think that you couldn't have a girl writing about what it was like in Jamestown in 1607? Were there girls on those ships?

S [About half of the students answer yes.]

T No. When the men came to Jamestown, there were not women. When did the women come over?

S Later.

T Later after the first year. Did women come to Plymouth? [A few students nod or say yes; most aren't sure.] Yeah. They were on that ship. That was in 1620. Families came over then. But the Virginia Company, they didn't send women out to look for gold. So would it be historically correct for you to write a woman's name in this journal?

S No.

T No. So the girls are going to have to come up with a guy's name. Remember, historically correct. We have to try to match as closely as possible the correct information from history. Then you add other details. For instance, Jeremy added that he had a brother come over. That was Jeremy's idea. That's an excellent idea. He still made sure he had historically correct information. He told me how Jamestown was made, he talked about the river, he talked about looking for gold, he talked about the Virginia Company. Does Jeremy know about Jamestown? And now I know that Jeremy knows about Jamestown from what he has written.

S Do you make up a captain's name for the ship?

T Just make sure that that name is appropriate for the time. Your journal is going to look like this [shows blank journal]. You're going to get a journal called the Jamestown Journal 1607 to 1608, the first year. On the back there's a place for your name. I want your name. The person who gets the grade, their name goes back here. You'll have four dates. The first date is May 14, 1607, and I'll expect you to write down to the bottom. All that information up there, Jeremy had on this page. The next date is August 5, 1607. On this page you're going to talk about John Smith and Pocahontas. You're going to talk about what happened. January 4, 1608. It's a new year and you're going to describe winter. What was it like for the settlers that very first winter and then June 28, 1608, a whole year later. How many men are left?

S 60.

T But they're surviving and more ships are starting to come over so you're going to summarize what's now happened. You're one of the 60 people who survived and you're talking about what it was like and that the colony is going to survive. You'll have a guide to follow [Holds up a copy of the guide sheet.] (see Figure 5) Under each date that's in your journal, there are key words. You need to make choices about which words. I'm not telling you you need to use all of them, but for your journal entry to be historically correct, I would choose as many as I can so that I know you have the correct information. Can you be on all three ships at once?

S No.

T No. But you can choose which ship you were on, and you can then make references to the other two ships as Jeremy did. They arrived two days later. You might be the last ship to arrive. Whatever. You're going to have to put that information in your journal. Kelly?

S When we get done with May 14th, can we go on to August 5th?

T Yes. Now, down at the bottom I want your name and due date. Your journal must be completed by next Tuesday afternoon, when you come to social

A JAMESTOWN JOURNAL

MAY 14, 1607

- England
- New World
- Susan Constant
- Godspeed
- Discovery
- King James
- James River
- Jamestown
- Fort James
- Virginia Company
- Gold

AUGUST 5, 1607

- John Smith
- Chief Powhatan
- Pocahontas
- Wild berries
- hunting
- fishing
- building fort
- no gold
- Colony rule
- Burgesses

JANUARY 4, 1608

- Describe winter

JUNE 28, 1608

- new settlers arrive
- new ships
- friends with Indians
- Jamestown grows

NAME__________________________

DUE DATE__________________________

Figure 5. Guidesheet for Jamestown journal assignment.

studies next Tuesday. You will have time, you've been working on them today and then you can bring them with you to language arts tomorrow and if there's time, then that would be a good time. But I want you to think of this assignment as an assignment that you need to work on at home and at school during your study time. I am not going to give up an entire social studies or an entire language arts class for you to work on this. You know what I found today? Mrs. Smith's class and my class got this assignment yesterday, and I bet 10 kids came up to me this morning when school started and said, "Mrs. Lake, I finished this last night at home." They enjoyed doing this. It wasn't something that they put off til the last minute because they had a good time writing about what it would have been like for them at Jamestown. So it's due Tuesday and you need to decide how you are going to use your time wisely in order for this to be done.

At this point, Mrs. Lake passes out the materials for the journal assignment and gives the students instructions about how to fold and assemble them properly (so as to end up with four dated white pages inside a brown cover). She then elaborates on her instructions for the writing task, beginning with her response to a student who asks whether they need to write in cursive or to print.

T You need to make that choice. Write it in cursive or printing. I want it to be neat. So you make the best choice for yourself. A few things that you don't do in journal writing when we step back in to 1607. You don't put "Hi. My name is. . . ." You need to introduce yourself as "This is the journal of. . . ." and in this case it was Jacob Wesley Adams. Do not put "Hi." They did not write that way in journals and in order for this to be historically correct, we're not going to write that way. You can introduce yourself and then talk about what ship you're on or that you arrived at the new land, whatever. That's the choices, the creative choices you get to make. Keep in mind the information on here are the choices you make in order to be historically correct. Judy?

S Can you use junior?

T Actually they didn't use juniors. They used "the second," "the third," "the fourth." I would not use junior. I would use Jacob Wesley Adams and then put a Roman numeral II for the second. Cathy?

S Can you put "Dear Journal. . . ?"

T We do that now. A lot of people write dear diary, but I don't think so for back then. I think in 1607, the first page they would introduce themselves, "This is the journal of . . ." and then the other entries, not to put dear diary. So let's stay away from that so we keep it in time with 1607 and 1608. Any other questions? When is this due, class?

Ss Tuesday, December 5th.

T Wonderful. And how many of you are going to have it ready to turn in on Tuesday, December 5, 1989?

S [all hands up]

T Wonderful. I saw all hands up, so hopefully, you'll keep that in mind.

Mrs. Lake projected intensity and enthusiasm throughout this period in which she was giving directions for the assignment. When showing the journal of Israel Worth, she used speech-rate modulation, strong gestures, intense eye scanning, and frequent pointing to relevant features as she gave important information. She also projected excitement and generated enthusiasm for the assignment and made good use of humor in responding to the students' questions. She made it clear that this was an important assignment that would have a significant effect on their social studies grades, yet also communicated that she expected them to enjoy the assignment and to display their personal creativity in addition to their knowledge of unit content.

Class Six

Mrs. Lake intended to begin this class with instructions for a map assignment, but the overhead projector that she had requested had not been delivered yet. Consequently, she postponed the map activity and started with a review that she had intended to do at the end of the class. Both the review and the map activity were intended to help the students place what they had been learning about the early settlements back into the bigger picture framed by the time line of events in the New World. In leading the students through the review, Mrs. Lake frequently pointed to a map of the eastern half of the United States that was posted on the chartstand.

T We know that settlers, for a variety of reasons, came to this new land. The three that we have covered so far are Roanoke Island, Jamestown, and

Plymouth. This area along the eastern coast . . . which flag was flying in this area? Tell me, class.

S England.

T Right. Very good. The eastern part of the United States was flying the English flag. Can you think for a minute which explorer from England claimed this land for England? Think back to the explorers for a minute. Which explorer was from England? Ken?

S I can think of it, but I can't get it out, though.

T Which one, Mary?

S Was it John Cabot?

T Yeah. Very good. John Cabot. When he went exploring, this is the part of the land where he landed and he claimed this land for England. That's why England was able to send explorers over to this land. It had been claimed for them already. Other countries at this same time were interested in having colonies built in the new land. There was a lot of land, wasn't there? There was a lot of land to be claimed. We think of how big the United States is, would the United States go right off this chart?

S Um hum.

T And the United States was so large that other countries wanted to have colonies in the new land. We need to back up a little bit to the explorers to understand how countries decided to send people to America. What state is this?

S Florida.

T Which explorer do we associate with Florida? Tell me, class.

S Ponce de Leon.

T So what country did he explore for? What flag would he have put there? Tell me.

S Spain.

T So if the Spanish flag was down here in Florida, what country do you suppose do we say had land claims or put their flags in this portion, the southern portion of what we know of as the United States? What country?

S Spain.

T Very good. Spain. Spain was the one country that claimed the area of Florida and up into that area. So we have two countries having land claims in the United States. Which country do we associate with this?

S England.

T Which country do we associate down here?

S Spain.

T Ok. Very good. Backing up to the explorers. Who came down this area that we know of as the St. Lawrence River? One came down the St. Lawrence River and into the Great Lakes, another one came up here and discovered Montreal. Let's start with the country. What country were they from?

S France.

T So another country that had land claimed was France. Do you remember the explorer's name. Jim?

S Champlain.

T Champlain was one. Can you think of the other one? Mark?

S Cartier.

T Cartier. So we have three countries that have land claims in what we know of as America. We've named it America after who?

S Americo Vespucci.

T So we can call this America now. It has a name. What were the three countries that had land claims in America?

S Spain, England, France.

Mrs. Lake continued reviewing in this vein for about 10 minutes until the overhead cart was delivered. At that point, she passed out the map assignments and gave instructions for it, referring frequently to an enlargement of the assignment sheet shown on the overhead screen. The assignment (not shown here) is a simple one, calling for the students to locate the early English settlements and to color the English land claim green, the French land claim brown, and the Spanish land claim yellow. The appropriate colors also needed to be filled in the appropriate boxes on the map key at the bottom of the page.

Mrs. Lake circulates to monitor progress and provide feedback as the students work on the assignment. She also comments about the physical features associated with the borderlines between land claims (especially the Appalachian

Mountains). The students finish the assignment quickly and without difficulty, and after ascertaining that they have finished, Mrs. Lake instructs them to put the assignment sheets in their folders. This entire episode, from the beginning of the instructions until completed assignments are placed into the folders, takes less than 15 minutes.

The last 15 minutes of the class are devoted to additional review, this time as small group activities (the students work in groups of four). First, each group is given a set of review cards that identify key people, places, or events associated with Roanoke Island, Jamestown, or Plymouth. The students are to sort these cards into three sets, one for each of the three early settlements. The students appear to enjoy this activity, completing it with ease and talking to one another as they do so. This activity lasts for about seven minutes.

During the final eight minutes of the class, the students participate in still another form of review, this time a game-like activity based on the television show Jeopardy. Mrs. Lake has the students shuffle and redeal the review cards, leads them through a brief but energetic humming of the Jeopardy theme song, and then explains and demonstrates the procedures. Taking turns within their small groups of four, students are to select one of their review cards, look at it without showing it to the others, and provide a clue that should enable the peer seated on their right to guess the answer correctly (e.g., "It was carved on a tree at Roanoke."). The student on the right is then supposed to try to give the answer, using the question form that is used on the TV show ("What is Croatoan?"). If the peer seated to the right does not answer correctly, the questioner moves to the next student. When a student answers correctly, he or she gets to give the next clue. Students who were familiar with the television show implemented the instructions with ease, but those who were less familiar with it initially found the activity confusing and had to be reminded that the clues were to be given in the form of declarative sentences and the answers given in the form of questions.

This class was devoted to consolidation of prior learning without introducing any important new information. This was in part because Class Six was held on a Thursday and Mrs. Lake would not be seeing these students again for social studies until the following Tuesday, and in part because the Jamestown journals were due that following Tuesday and she wanted the students to concentrate on completing them. She continues with this review and consolidation phase in Class Seven, when she collects the Jamestown journal assignments and administers a test.

Class Seven

Mrs. Lake begins by telling the students to get out their Jamestown journal assignments, check to make sure that their name is on the back, and then pass them in. She compliments the class enthusiastically because everyone has completed the assignment.

She then spends about 10 minutes leading the class through a review of the English, French, and Spanish land claims. She begins by referring the students to the map on the chartstand and calling on a few of them to place small stick-on replicas of the English, French, and Spanish flags in appropriate places on the map. She begins with the Spanish flag, and the student who volunteered to place it puts it incorrectly on the North Carolina area. Mrs. Lake establishes that that area had been claimed by England, then calls on another student who places the Spanish flag correctly. Other students place the other two flags correctly.

Then Mrs. Lake has the students get out their map assignments from the previous week, on which they have color coded the land claims of the three European nations. She asks them to take a black marker and use dots and printing to add the locations of Plymouth, Jamestown, and Roanoke Island to their maps. She circulates to provide assistance as the students begin to do this. Satisfied, she finishes by asking a few questions about which of the colonies and land claims were the farthest north or south.

She then introduces the test. One side of the page consists of 12 matching items and a Jeopardy item (see Figure 6). The other side is a "compare the colonies" page that requires the students to compare Jamestown and Plymouth on four dimensions (see Figure 7). Characteristically, she provides detailed instructions.

T We've learned a lot. I know you have a lot of knowledge. Mrs. Smith's class and my class have taken the test already and done an excellent job on the test. It's now your turn. Put our map in your folder.

S [Student asks if they can look at the words on the back board for spelling.]

T If you need to use the back board for spelling competence, that's what those are there for. That will help you to spell things correctly. I encourage you to use them. Does everyone have a book on top of their desk that they can read when they are finished with the test? It's very very important that we allow everyone time to finish the test. So if you're the first one finished, you need to read your book so that you do not disturb those people who are trying to finish their test. The test has three parts. I will pass it out, and then we will go over each part so you understand how to do that. While I'm passing the test out, would you please put your name and today's date, which is December 5th. [passing out tests] All right. Let's look at the first part. What's today's date class?

S The fifth.

T December 5th. The first part--the directions say match the items below by writing the letter of each definition by its correct term. You have a list of definitions, you have a list of words that those definitions go with. I strongly suggest that the easiest way to do this is to read the definition and then find that answer. If you were going to read definition A, it says "The first English child born in the New World." You would now go over to your list of choices to find that answer and put

"A" next to it. Then go up and do B,C,D,E, on through. Are there any questions about that part? Turn your paper over and I'll explain that part first. This says "compare the colonies." You see a listing of four spots under Jamestown, a listing of four spaces under Plymouth. Down at the bottom it says "include in your comparison some of the following." There are seven choices there. All you need to do is choose four of those. Maybe you can come up with a comparison that I did not list there. These are only suggestions to help your mind start thinking about what you could do. Number One. This is very difficult so you need to listen carefully. Number One on Jamestown and Number One on Plymouth has to be the same, has to be referring to the same thing. So, if we look down here, the very first choice says "Why did they come to America?" I would go up there for Number One, and I would put why did the people of Jamestown come to America? Then I would go over to Plymouth, and I would put down "Why did the people come to Plymouth?" What were they looking for? What did they want? Both of those answers would give me the comparison of what they were coming to America for. The same idea, but different reasons. There's one on here that says "How did each group get to America?" Don't tell me they came on ships. If you choose to answer that one, you need to tell me the names of the ships. Do you have any questions about this back side? Tom?

S Do we have to write them in complete sentences?

T [Shakes head no.] Kelly?

S If you want to, can you add a Number 5?

T If you wanted to make number 5, you can make number 5. Ken?

S [Asks about the Jeopardy item.]

T I'm not to that yet. We're on the back side. Any questions about the back side?

S [inaudible]

T I don't want to know what you could put. I want you to put what you think would be the best answer to that.

Ss [A student asks if they can do the first 4; another asks if they can do any of the 7 they want.]

T Any four. You have to have four. All right. Let's go back to Jeopardy. I'm going to walk around, and I'm going to put a pink card on your desk. Everybody's going to have a different card. Everybody has a different name on their card. For Jeopardy, it says write a statement about the word that you have on the pink card. Mrs. Lake will give the Jeopardy response. I will write the answer on your test. You need to, therefore, give me the correct information for me to get the answer correct. So I will be able to know if you know anything about that word. If I can't answer that, then you didn't give me a good enough explanation about that

SOCIAL STUDIES TEST

ROANOKE ISLAND, JAMESTOWN, PLYMOUTH

NAME______________________ DATE ________________

MATCH THE ITEMS BELOW BY WRITING THE LETTER OF EACH DEFINITION BY ITS CORRECT TERM

______	1.	JOHN SMITH	A.	THE FIRST ENGLISH CHILDREN BORN IN THE NEW WORLD
______	2.	JAMESTOWN	B.	THE LOST COLONY BECAUSE ALL OF THE SETTLERS DISAPPEARED
______	3.	ROANOKE ISLAND	C.	THE LEADER OF ROANOKE ISLAND. HE WENT TO ENGLAND FOR SUPPLIES
______	4.	VIRGINIA DARE	D.	THE LEADER OF JAMESTOWN. HE WAS KIDNAPPED BY WARRIORS
______	5.	JOHN WHITE	E.	THE COUNTRY WHERE THE SETTLERS ORIGINALLY LIVED
______	6.	MAYFLOWER COMPACT	F.	AN AGREEMENT THE PILGRIMS SIGNED BEFORE THEY GOT OFF THEIR SHIP. IT SAID THAT THEY WOULD ALL WORK TOGETHER IN AMERICA
______	7.	SQUANTO	G.	AN INDIAN WHO HELPED THE PILGRIMS SURVIVE IN PLYMOUTH
______	8.	PILGRIMS	H.	THE INDIAN WHO SAVED JOHN SMITH'S LIFE
______	9.	PLYMOUTH	I.	THE PLACE WHERE MEN VOTED TO MAKE THE LAWS IN JAMESTOWN
_____	10.	HOUSE OF BURGESSES	J.	THE COLONY SETTLED BY THE PILGRIMS IN 1620
_____	11.	ENGLAND	K.	THE COLONY SETTLED IN 1607. THE MEN CAME TO LOOK FOR GOLD
_____	12.	POCAHONTAS	L.	PEOPLE WHO CAME TO AMERICA FOR RELIGIOUS FREEDOM

JEOPARDY

WRITE A STATEMENT ABOUT THE WORD YOU HAVE ON THE PINK CARD AND MRS. LAKE WILL GIVE THE JEOPARDY RESPONSE!

____

____

____

Figure 6. First page of test.

COMPARE THE COLONIES

JAMESTOWN	PLYMOUTH
1.________________	1.________________
2.________________	2.________________
3.________________	3.________________
4.________________	4.________________

INCLUDE IN YOUR COMPARISON SOME OF THE FOLLOWING:

- WHY DID THEY COME TO AMERICA?
- WHAT TYPE OF LAWS DID THEY HAVE?
- WHAT INDIANS HELPED THE COLONISTS?
- HOW DID EACH GROUP GET TO AMERICA?
- WHAT TYPE OF CROPS DID THEY HAVE?
- WHAT WERE SOME OF HARDSHIPS THE COLONISTS FACED?
- WHAT YEAR DID THEY COME TO AMERICA?

Figure 7. Second page of test.

word. Let's say that this was on your desk. You picked this card up and it says what?

S Virginia Dare.

T You need to think to yourself, "What could I put down that Mrs. Lake would say Virginia Dare?" Who can think of something to write down about Virginia Dare that I would be able to write the response to? Mark?

S Virginia Dare was the first. . . .

T No. What did he do wrong?

S Told you the answer.

T He told me the answer. Jean?

S Who was the first baby to be born in the new world?

T Very good. Who was the first white baby to be born in a colony? Or she was the first white child born in America. And then what am I going to write after I read that information? I'm going to write "who was Virginia Dare?" You can't use this word in your answer or your question. I need to be able to say this but you have to think of writing a good clue to me so that I can answer it correctly. Do you have any questions about the Jeopardy part? Do you have any questions about any part of the test?

As the students begin working on the test, Mrs. Lake circulates, responding to those who signal that they have a question and closely monitoring those who she believes will need help. In particular, she visits with the students who have difficulty reading in order to make sure that they understand each question. As students finish the test, they begin reading silently, and Mrs. Lake begins quickly correcting the tests and writing feedback messages on them. At the end of class, she names those who have gotten perfect papers and can come up to get stars to put on them, and also leads the class in a round of applause for these students. She says that other students who want to know what they got can see her during the upcoming recess period. She finishes by telling the students that the next day they will begin to learn about how the colonies grew once Plymouth and Jamestown were established.

Class Eight

Mrs. Lake was not able to follow through on those plans for Class Eight because the schedule for the next day was adjusted to accommodate the visit of a local veterinarian who had come to lead the fifth graders through dissection of pig lungs. For this purpose, the fifth graders were split into two instead of three sections, and while half of them worked with the veterinarian and the other two fifth-grade teachers doing dissections, the other half came to Mrs. Lake's class for social studies. This was not a day to launch into new material, both because the students in the class I observed had just done the dissections and were still high with excitement and because they were drawn from two different social studies sections who were at different places in the unit.

Consequently, Mrs. Lake engaged the students in two activities that had not been planned as regular components of her unit. First, she engaged the students in about 15 minutes of review of the land claims of England, France, and Spain in North America, the establishment of the English colonies, the different groups of people who came to them, and the different reasons why they came. She concluded this with a preview of coming lessons, noting that eventually 13 colonies were established and that they could be divided into the New England colonies, the middle colonies, and the southern colonies for purposes of study.

Mrs. Lake then passed out a worksheet. This had been one of the six worksheets included among the extra credit assignments for the unit, but she used it as a regular class activity because of the special circumstances of the day. The worksheet included a time line showing the years during which each of the 13 colonies was established, and it also provided a few paragraphs of information about the English colonies and colonists. The students were to use this information to answer several questions (see Figure 8). After going through the instructions with the students, she had them work in pairs (each student had his or her own sheet to fill out, but partners were allowed to discuss the assignment as they worked on it).

Class Nine

In this class, Mrs. Lake introduced her second major writing assignment, built around the book Sarah Morton's Day. The tape recordings from this class were lost, so that only information from the field notes are available.

Mrs. Lake began by referring the students to a section in the textbook Our Country's History (published in 1981 by Scholastic Book Services, New York), entitled "Family life in the colonies" and explaining that this could be a resource for them to use in working on the assignment. She then told them to go to the back of the room where they will "meet" Sarah Morton. Most of the rest of the class takes place with Mrs. Lake seated in her chair reading the book to the students seated on the floor nearby.

The book, Sarah Morton's Day depicts a day in the life of Sarah Morton, an English child born in Holland in 1618 who came to Plymouth in 1623. Her father died during the family's first winter at Plymouth. Her mother has recently remarried, and nine-year-old Sarah is developing a relationship with her new stepfather as well as coping with life in the colony. Through engaging narrative and photographs (taken at the reconstructed Plymouth Plantation in Massachusetts), the book chronicles a typical day in Sarah's life. Much of it recounts the many chores that Sarah had to do during most of the time between dawn and dusk, but it also mentions lessons (in the home), social chat and games with a playmate, and excitement at the sighting of an incoming ship.

Mrs. Lake reads the book in her usual theatrical fashion, pausing frequently to show photos, ask questions, or respond to students' comments or questions.

The students are clearly taken with the story, especially the idea that Sarah had to work on chores almost all day long and had to stand up while eating even though her parents were seated. The students also noted and made comments about the crowded conditions in the small cabin and the fact that they had to wear several layers of clothing against the cold, even indoors.

After reading and discussing the book with the students, Mrs. Lake gives directions for the writing assignment. She explains that unlike the Jamestown journal assignment that was written in first person, this one will be written in third person, much like a historian would write. They are to compose several paragraphs about Sarah Morton, basing their writing mostly on the book itself but supplementing it with other information about the Plymouth colony if they wish. As additional assistance to the students, she has listed some key information about Sarah Morton on the chartstand, as follows:

Born in Holland, 1618

Came to America, 1623

Came on ship, the Anne

Father died during first winter

Sarah had to do chores: Roll up bedding, tend the fire, muck the garden, polish the brass, milk the goats, feed the chickens, do lessons, pound the spices, memorize Bible verses.

Manners: Children should be seen and not heard; stand at the table

Best friend is Elizabeth Warren

Describe her home

Like the Jamestown journals, the Sarah Morton assignment will be done mostly as homework and will be due in several days.

SOCIAL STUDIES EXTRA CREDIT

UNIT 3 - COLONIAL AMERICA

Name ____

THE THIRTEEN ENGLISH COLONIES

More Colonies Were Started in the 1600s and Early 1700s. Many people came from England. Others were from Sweden, Holland, Scotland, Germany, Ireland, and Africa.

Most settlers wanted to come to America. Some wanted freedom to worship as they chose. Others hoped for a better life.

Many African people were brought to the colonies against their will. They were taken from their homes and sold as **slaves**. Slaves were workers who were owned by the people they worked for.

This activity uses a timeline and **pictograph** to show you more about the colonies and their **populations**.

USING WHAT YOU HAVE READ

1. Underline above three reasons why people came to America.

★ BUILDING SKILLS: USING TIMELINES AND PICTOGRAPHS

1. What is the purpose of this timeline?

____

2. What is the scale of the timeline?

one inch = ______________

3. What colony was started in 1638?

____

4. When was Maryland founded?

____

5. What was New Netherlands' name changed to?

____

6. How many years does the timeline cover and how many colonies did England have at the end of those years?

FOUNDING THE COLONIES

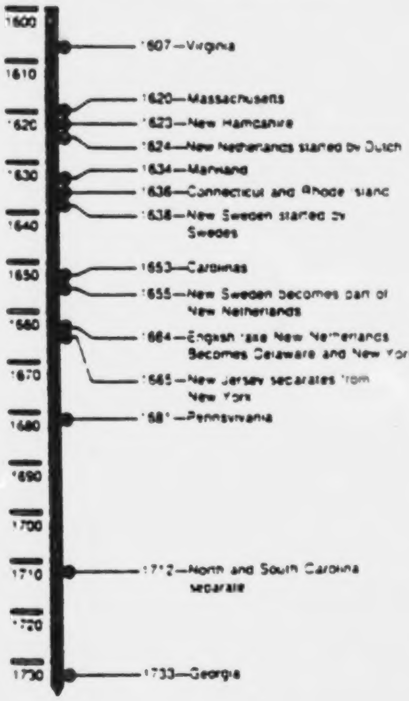


Figure 8. Time line worksheet.

Class Ten

Most of this class was devoted to a map activity that the students worked on in groups of four. Each group received an outline of the 13 colonies drawn (by Mrs. Lake's high school student assistant) on large poster paper. The students were to color the three main regions (using a different color for each region), print the names of each colony, and add a title at the top and a map key and their names at the bottom.

Because this class section had not had a regular social studies class for several days because of various special events, she began with a review before releasing the students to work on the assignment.

T We're going to back up a little bit and cover a review of how the colonies were divided. Does anybody remember how the colonies were divided? Robert?

S Mountains.

T Ok, they were divided by the mountains that separated the area that England had discovered. The Great Lakes were part of that division although they were farther west. After the colonies were established, they divided them into regions. The New England colonies, the middle colonies, and the southern colonies. Do you remember I was talking about that?

S Yeah.

T Today what we're going to do is we're going to review the location of those various colonies, we're going to work in groups of four, and we're going to get a blank map. You're going to have to complete that map. You're going to have to complete it with the names of the 13 colonies. You're going to complete it by locating the regions that are the New England colonies, the middle colonies, and the southern colonies. You must come up with a title for your map, and you must have a legend so that I know what your colors mean on the map. If you don't have a legend, then I have no idea what your colors mean. You have to put the names on. If you look over here along the wall, you will see that my class has completed those. They've titled them, they have their names on them, they have a key and they've named the colonies. I don't expect you to have that memorized. If you'd open your social studies book to page 118 . . . on page 118 you will see an example of a map that has been completed. On that map, what color have they colored the New England colonies? Tell me, class.

S Orange.

T On that map, they have a region colored purple. What group of colonies is that? Tell me.

S Southern colonies.

T What color did they color the middle colonies?

S Yellow.

T Look at the key. Does the key explain that? Your map needs to explain it too. I don't expect you to use those same three colors. I expect your group to agree on the three colors you're going to use. You can look at the maps that have been completed and you can see that each group shows three different colors. Once you're divided into groups and you have a place to work, then I'll explain one more time what I want you to put on your map. Do you have any questions? [no response] The purpose behind today's lesson, the purpose behind making the chart is for you to understand the location of the three regions as well as the names of the 13 colonies. Do you have any questions? [no response] OK.

The groups of four students spread out around the room, a few using large desks or table space but most using the floor. Because the instructions call for three shades of color and because there usually is enough room for three students to work on the map at any one time, most of the groups evolve into an arrangement in which three students work on the map and the fourth just watches or serves as the person to go to the wall or to another source to get information or check spelling. As students settle into the activity, they work busily and the groups both chat socially and talk about the assignment. Mrs. Lake circulates and joins in both kinds of discussion. The atmosphere is relaxed and informal. Most groups finish the work; the others are instructed to finish it and turn it in sometime the next day.

Class Eleven

Because of various special events and assemblies, the social studies section that I have been observing has missed a few meetings and is behind the other two sections. To help catch them up, Mrs. Lake schedules two social studies periods for them today. Class 11 is held in the morning during what is usually language arts time, and Class 12 is held that same afternoon.

Mrs. Lake begins Class 11 by asking volunteers to share what they have written about Sarah Morton. Three students are called on, and they read the following compositions.

S [Ken] Sarah Morton. Sarah is nine years old. She was born in Holland. They sailed on a ship to America called the Anne. The first year was tough and many people died, including Sarah's dad. He left many fond memories for Sarah. When Sarah got up early she had lots to do. She had to tend the fire, clean the brass, muck the fields, milk the goats, feed the chickens, memorize Bible verses and do her lessons. When she was done with her chores, her and Elizabeth Warren, her best friend, played a marble game. Back then kids had to stand up at the dinner table. They also had to be seen and not heard. In the book it said that she got the rod for speaking out of turn.

S [Kelly] Sarah Morton. Sarah Morton was born in England. Sarah was only eight when she and her family moved to America. The first year in America her father died along with many others. Her mother remarried and Sarah tried to love her new father. Life was very rough on Sarah. When they ate, children had to stand up and couldn't talk unless they were asked to. Sarah had a best friend named Elizabeth. They told each other secrets and played games with each other. Some of Sarah's chores were to roll up the bed and put it in the corner, milk the goat, and she was in charge of putting wood on the fire.

S [Tom] Sarah Morton. Sarah had a hard life. She was born in Holland in 1618. Then she sailed to America in 1623. She came on a ship called the Anne. It was awful because her dad died the first winter. Her mother remarried, and Sarah is trying to get used to her new father. She started to like the new father, but she was still comparing her two fathers. Sarah Morton was a busy girl. Some of her daily chores were feeding the chickens, milking the goats, and shining the brass kettle with vinegar after supper. Then she goes to school classes. In the morning she has to roll up her bed (her bed is like a sleeping bag). Sarah has to pound wood to make spices for supper. She has to learn Bible verses too. She helps her mother fix dinner for the family. When she eats, she has to stand up and her mother and father sit down. They wear napkins on their shoulders to wipe their hands on. Sometimes, Sarah doesn't have to work but gets to play also. She has a friend named Elizabeth Warren who is really fun. (That's what Sarah says!) Sarah's father built a game for Sarah and Elizabeth to play with. The game is called The Knicker Box (knicker means marble). They play the game by rolling marbles down a slanted piece of wood and into little holes at the bottom. Elizabeth was Sarah's best friend and the only friend she had.

Afterwards, Mrs. Lake compliments the students on their work and reemphasizes key ideas about historical fiction.

T As I was listening to Kelly and Tom and Ken, I listened too for information they added to make their story more interesting. They added things . . . when we talk about historical fiction and we read our definition . . . it's historically correct and the information that those three shared with us was historically correct. They added other information to make their story more interesting. I think they did a really good job of it. Particularly the part of trying to get used to the new father, and Tom added that she was still comparing her dad that had passed away to the new stepdad. That wasn't in the book but it was conveyed through some of the things that Sarah said and Tom took that information and put it into his story. That's what the author does when writing historical fiction, even the author that wrote Sarah Morton's Day. They weren't there, they didn't meet Sarah, they didn't know what it was like. But they've researched enough, they've read enough diaries that they could put a book together that was close to what Sarah Morton did as a Pilgrim girl. Thank you for sharing those. Would you pass those this way. Make sure your name is in the bottom right hand corner. These illustrations are fantastic. [Students pass in assignments.]

T I want to show you one illustration I saw that I thought was really neat. This one is Nancy's. What is she trying to illustrate here from Sarah's story. Carl?

S The children have to stand when they eat.

T The fact that children stand while they're eating and the parents are allowed to sit down on a stool or a chair. So she's chosen one of the points that is different from nowadays and the Plymouth plantation and illustrated it. Very good job.

At this point, Mrs. Lake has the students pass in their Sarah Morton assignments. This first segment has taken only about eight minutes. The next 13 minutes are devoted to small-group work spent finishing the large map assignment from the previous class. As groups finish and have their completed assignment accepted by Mrs. Lake, she sends them back to their work areas to "share" (take turns reading) their historical profiles of Sarah Morton. Groups who are still not finished with their map assignment by the end of this time period will have to do it outside of class time.

During the last 18 minutes of class time, Mrs. Lake has the students open their social studies texts to a section comparing and contrasting the New

England, middle, and southern colonies, distributes a worksheet on which they will record salient facts about the three sets of colonies (see Figure 9), and then gets them started on it by leading them through the instructions and starting to record information about the New England colonies. As she does so, she refers periodically to the social studies text or to maps or posters on the wall or the chartstand. Eventually she flips the chart to show a list of important facts about the New England colonies taken from the social studies text. She explains that she has acted as a historian to collect this information, and that the students will do the same thing in filling out the information about the other two regions. At one point, she has the students close their eyes for 30 seconds while they visualize the village green.

T You have a social studies book right now as a resource for gaining some information that I want you to be able to look at and I want you to be able to use. I'd like you to open your books right now to page 118. You need to open your desk and get your social studies book out. [Students get books out.] You have in the last two days . . . you made maps. Those maps were to show you the names of the 13 colonies. They also gave you an idea of how those colonies were divided. What do we call the colonies that are to the north? Tell me class.

S The New England colonies.

T So the New England colonies are in the north. What do we call this section right here? What name is given to this group of colonies?

S The Middle colonies.

T What do we call this group of colonies?

S Southern colonies.

T The reason they are divided, the reason we give names to those sections is because the people lived differently in each of those regions. The colonists that lived up here had a different life style than the people who lived down here. Think for a minute what one reason would be for people living up here to live differently than people living down here. What's one very obvious reason for that, Kelly?

S It was a lot colder in the New England towns.

T Very good. The weather. Is there a difference between what happens in Lansing, Michigan, and what happens in Orlando, Florida, right now?

S Yes.

T You can kind of look outside and determine that a fifth-grade classroom in Orlando, Florida--are they looking at the same thing we're looking at?

S No.

T They're probably not even looking at the same kind of trees we're looking at. So it was different in what they could do because of the weather. There were also differences in the reason they came to America. Up here, what do you suppose was the reason they settled in this area? Plymouth should give you a clue. What were the reasons these people were here? Steve?

S Religious freedom.

T Most of the settlers came over here to worship the Church of England. The New England colonies were where they would set up their own church. What did they come down here for? You'd think Jamestown was a clue. What do you suppose people continued to come to this area for? To find gold. Well, they didn't continue to find gold because Jamestown proved that there was no gold, right? But the reason is they wanted what? Why did the want to go find gold?

S For money.

T For money. So what do you supposed these colonists wanted?

S Money.

T Money or a better what?

S Life.

T A better way of life. You'll find very wealthy colonists living in the south. A lot of rich people from England settled in the south. We met Sarah Morton. Do you think the people that settled in New England were really rich? No. So do you see the difference? Today we're going to talk about and learn about those differences. We're going to start with the New England colonies. If you open your books to page 118 you will see the heading "New England colonies," and on page 118 and 119 the author spends a lot of time explaining to you what life was like in New England. That can be a resource for you if you need to locate information on New England. Now if you'll look here [on the chartstand], you will see that there's information here on New England. This information that I have written down here came from your social studies book. I used it as a resource. I read that, picked out the important facts about New England, and jotted them down. But read through this and learn about New England. First of all, what were the colonies in New England? Jean?

S Massachusetts, Connecticut, Rhode Island, and New Hampshire.

THE ENGLISH COLONIES IN 1763

TEXT PAGES 118-123

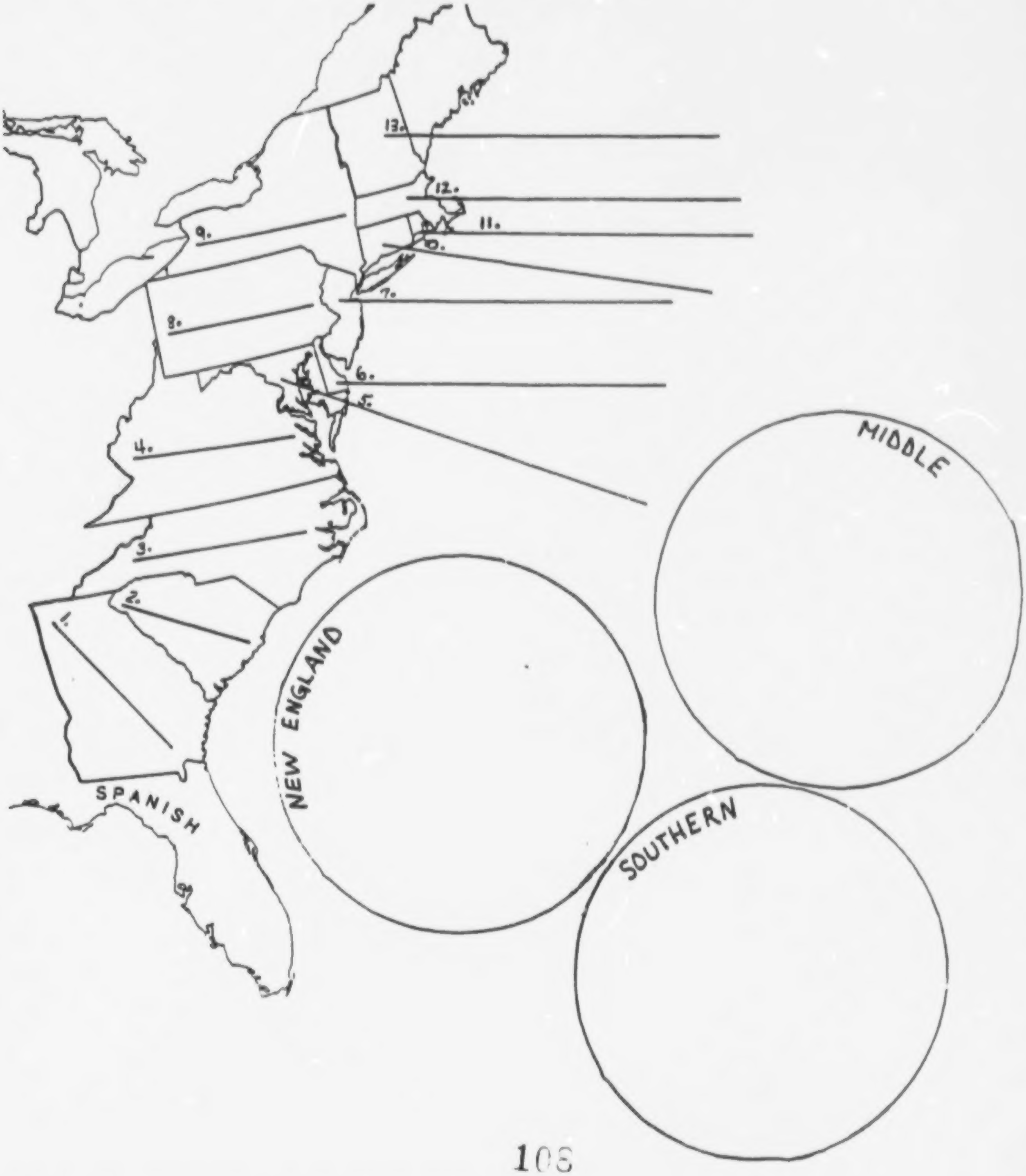

13.
12.
11.
10.
9.
8.
7.
6.
5.
4.
3.
2.
1.
SPANISH
MIDDLE
NEW ENGLAND
SOUTHERN

Figure 9. Worksheet on the three sets of colonies.

T Those were the colonies that made up New England. They told you that in the first paragraph in your book. That's important information. We can get that from our social studies book. How did the people make a living in New England? What did they do to make money, Mark? You need to look right up there. You need to do a better job of focusing right over there. How did the people make money in New England? [Teacher points to chartstand showing important facts about New England.]

S Fishing and whaling and shipbuilding.

T The people had to work and the way they did was by fishing as Mark said, whaling--killing whales, using their oil--and shipbuilding. They continued to build ships for what purpose? Ken?

S To go fishing.

T Well, they needed the ships for fishing but what else did they need ships for? Kelly?

S To go back to England.

T To continue to go back to England. You think the same ship, the way they were built, would last years and years and years?

S No.

T So they built ships for fishing and whaling and also to continue to go back and forth between England to bring new settlers as well as to bring supplies. Why was it that in New England they didn't have farming? Why wasn't farming a big way to make money? There was a problem with farming. What was that problem, Robert?

S Farming was difficult because of rocky fields.

T The soil had lots and lots of rocks in it. So that's pretty difficult to plant things. We think of soil as being deep black dirt and crops can grow really well. That's not what it's like in Maine and Vermont. There were not a lot of farms for agriculture for them to make money. It was very difficult for them to do that. The village green was a very important part of New England. I want you to close your eyes for a minute and I want you to think of a square block where there was nothing but grass on it. You have this park that has nothing but grass on it and around that park are the rows of houses but nothing is built on that park. . . . Can you picture that? Think about the houses that we looked at when we read the Sarah Morton book. Those surround a grassy area. That grassy area is called a village green. . . . All the activities that revolved around the colony took place in the village green. People would meet each other, they would gather for Sabbath. They would talk and meet in that area. We got our ideas for parks from the idea of the village green. Anybody been to New York City? How many have heard of Central Park? Central Park is a huge park right in the middle of downtown New York City. If you know anything about New York City, it doesn't have hardly anything but tall buildings and cement roads for miles and miles and miles. Yet in the middle of this city is a park. A very protected park because it's the only place people who live in New York City can go without traveling a long ways to see trees and to have the freedom of just walking through a park and the same concept is with the village green. It's the center of the community.

S You know how you said people came from England to go over to Plymouth for freedom? Well, in New York you could have freedom in the park! [Teacher makes minimal acceptance response, calls on another volunteer.]

S When I went to Washington, DC, it's kind of like New York. Because when we were driving up from Pennsylvania to spend the night, there was only like one or two parks that I saw.

T Yes. It's not like what we have right here. When did the New England colonies settle? Tell me.

S 1750.

T Where did they do their fishing?

S Grand Banks.

T What do you know about the Grand Banks? Kelly?

S Cabot discovered it.

T Yes. That was the area that John Cabot discovered. What did he find there? What was so wonderful about his discovery, John?

S The Grand Banks was shallow and had tons of fish around there.

T John Cabot, when he wrote back, he said it was just like you could reach your hand in and catch fish, there were so many. So the Grand Banks, if you remember, up here by Newfoundland, if we continue Canada and Newfoundland, and Nova Scotia continue up here and that's where the Grand Banks are. So the people from New England could fish in that area. They were probably very successful and that's why even today in 1989 the fishing industry is very important to the people of New England. Cod is one of the fish. One of the very important industries in New England. And how did they save their fish? How did they keep the fish after they caught them? What did they do, Ken?

S They dried them in the sun.

T They dried them in the sun. There's a lot of information here. All this information is in your social studies book. There are two more groups. There are the Middle colonies and there are the Southern colonies. Your assignment you're going to begin working on is you're going to read about the Middle colonies and look for important information because we're going to make a list just like this [the New England list on the chart] for the Middle colonies and we need to get information. We need to get information on the southern colonies. A historian, a person trying to find out information, has to do some research to gather that information. I provide you with a lot of the information. In the Middle colonies and the Southern colonies I want you to be the historians. I want you to find out the important information about the Middle colonies and the important information about the Southern colonies. To help you do this, I'm going to give you a guide. In your group you labeled the colonies and you labeled the New England and the Southern colonies. Since we can't give everyone one of these [the big posters made in groups, now displayed on the wall] as a study guide, you are now going to do what you did in a group, individually. We're going to see if we can transfer what we did in our group to our own paper. You can see on the lefthand side of the map [Figure 9], I've given each line a number and there's 13 lines for the 13 colonies. You need to write the name of the colony on each of those lines. You also need to choose three colors and color the New England colonies, Southern colonies, and Middle colonies. Now look at the circle. We just completed information on New England. You are going to want to put as much of this information in the circle on New England as you can because this is going to be your guide, your study guide, on the important facts about the colonies. So you're going to want to look up here [the chartstand] and put this information, as much as you can, in your circle on New England. Do you have any questions so far about what your assignment is? We have 10 seconds left. We're going to continue working on this at 1:00. We're going to come back and continue from here, and I'll continue the assignment, and you'll have some time to work on this and do your research about the Middle colonies and the Southern colonies.

The first part of this assignment begun in Class 11 duplicated what the students had already done previously when working in groups of four. However, Mrs. Lake believed that it was worth including on this worksheet because it would serve as a study guide or learning resource that would help them as they identified and organized information to write into the circles. Work on this assignment commenced in Class 12, which began an hour later.

Class Twelve

The first few minutes of Class 12 are spent showing and talking about a special bicentennial calendar that a student has brought to class. Then Mrs. Lake continues giving instructions for the new assignment and responds to students' questions.

T Continuing from where we left off this morning, in your book we are going to use our book as our resource in finding out information about the New England colonies, the Middle colonies, and the Southern colonies. Open your books to page 118. On page 118 and 119, they give you information about what group of colonies, class?

S New England.

T I've listed up here [on the chart] the important facts about New England. I did that for you. I showed you how I took the important facts and listed them out. So part of your assignment is to take this information and put it in the circle that has the words New England in it. You are going to research, you are going to find out as much as you can about the Middle colonies and the Southern colonies by using your book to help you out. You're going to write down the important facts that are special about those groups. Then we're going to come back together and we're going to list them on the chart paper just as I did, but we're going to list together the important information about each one of those, and you're going to use your guide to help you. Let's review what your assignment is. First of all, what are you going to do with the map? Raise your hand if you know what you're going to do with the map on top of your desk. Nancy, would you share with us the directions for the map.

S Name the colonies and then you name the New England, the Southern, and the Middle and then color it.

T Ok. You're going to do on this map what you did in your large group. You're going to label the colonies and then you're going to color the three regions of the colonies on the map. Raise your hand if you know what you're going to do in the circle. Robert, would you tell us what goes in those circles?

S You have to find information in your social studies book and put it in the circles.

T I've done New England for you. If you choose to reread and glance at page 118 and 119 that's fine, or you can use the information that I'm going to have up here on the chart to help you fill in your circle on New England. Turn the page to 120. Page 120 and 121 talk about what group, class?

S The Middle colonies.

T The Atlantic or the Middle colonies. Turn the page and you have two pages on the southern colonies. There's some important information that I want you to be able to read and gather and find out as historians. You're going to pretend I don't know anything about the Middle colonies. I just arrived here from Mars, and Jean is going to tell me all about the Middle colonies so that I understand them, and then maybe Robert or Laurie are going to tell me all about the Southern colonies so I understand them. You have to be able to tell me about these colonies. One of the things, if you look up here, what was the first thing that I thought was important on my chart? What was the very first thing that I listed, Shirley?

S The names of the colonies.

T The names of the specific colonies. You need to do that too. What did you do on your group map that could tell me about the colors you used? What did you make that's going to tell me, to let me know you did it right? What did you put, Tom?

S A key.

T You put a key and what describes that?

S The color . . . uh. . . .

T What was on your key?

S Oh, the different colors of what I colored for the colonies.

T So the color told what group of colonies that was. While you're at your desk and, again, I'm going to take these home, and I'm going to be looking at them, I need to know what colors. What if you choose green, orange, and purple? You can color them in and do it correctly, but how am I going to know what those colors stand for? Jean?

S You could color the circle on New England the same color as New England [on the map].

T You are just brilliant. You're going to, when you've filled in your circle, you're going to color your circle to match the colonies. Do you see that? Your circles with the information are going to be your key. So when I look at this, this says New England and it's orange, this better be colored orange, right?

Ss Right.

T And if it doesn't match, mistake time. This a neat map? Yeah. I'm really impressed by this map. This person obviously took their time and did a really nice job. Do you have any questions?

S Do we have to use colored pencils on that?

T No. But don't use markers because markers will color over your information. Lightly do it in crayon or colored pencil so that you can still read the information you put, or write your information in markers and then color over it with crayon. That would be very good because the black would show up really well if you did something like that. Any questions? The first thing . . . Ken?

S Do we have to spell correctly?

T Do you have to spell the colonies correctly?

S Yeah.

T What do you think?

S Yes.

T Do you know why I say yes? Because you have a book and right there's a map. You have these. You've done it in your group. I think that that is something you can spell correctly because you can take your time and look in your book for the correct information. Robert?

S I just noticed on this paper on Maine, it doesn't have a line.

T Well Maine wasn't a colony. It was part of Massachusetts. OK, we're going to work for about . . . we'll see how it goes. If you need the whole time, we'll give you the whole time, but I expect you to be using your time to read for your information, write down your information, complete your map and you can use the information I have at the back of the room to help you with New England.

S Do we have to use whole sentences?

T No. You can do it like I did. You can just use phrases.

The students work quietly on the assignment for the rest of the period. Individuals occasionally come to Mrs. Lake with questions and partners occasionally confer briefly, but the students mostly work on their own.

Once the class is settled into the task, Mrs. Lake circulates but spends much of her time monitoring and assisting the work of two of her lowest achievers, especially one student who has difficulty reading and following directions. She breaks down the task for the latter student, cueing him by asking questions (what will he do first, what information will he look for). Later she reads some of the paragraphs from the social studies text for him, then asks him what he thinks the most important ideas in the paragraphs are.

Mrs. Lake did not give more than momentary help to other students, either as she circulated the room periodically or as they came with questions. The class as a whole did not have much trouble with this assignment. Students who did not finish are expected to finish it by the next class.

Class Thirteen

Mrs. Lake begins Class 13 by collecting the previous assignment, complimenting the students on their work, and then sending them to sit on the floor at the back of the room. For the next 23 minutes, she tells the students about life in the colonies, focusing in particular on the contrast between life on an eastern seaboard plantation and life on the inland frontier. She introduces new key word cards (frontier, plantation, slavery), has the students visualize while she talks about cutting a clearing and building a cabin in the wilderness, and at one point has a student holding the "plantation" card and another holding the "frontier" card stand to represent these two locations. She moves the latter student farther away to emphasize westward movement of the frontier and walks back and forth between them when making comparisons. At the point at which she talks about how big the plantation is, she illustrates by spinning her body around and gesturing outward to denote land spreading out for some distance in all directions.

T Today, we're going to look at two different lifestyles that were occurring in the 13 colonies. We're going to focus on the Southern colonies for our discussion. We'll talk about the people that lived down here [points at map]. People continued to arrive. They built cities and towns along the water's edge. Then what happened? There wasn't enough room along the water's edge here. What did these people do?

S They went into the wilderness.

T They went out into the wilderness. I want to paint a picture for you and you need to help me. You need to shut your eyes, and I want you to think about a forest. A forest without paths, trees after trees after trees after trees. When you look through your forest, you just see more trees. . . . In order to survive, these people chopped down some trees. I want you to visualize a man chopping down, taking his saw or an axe, chopping down some trees to form a clearing. The trees are laying on the ground. Some of you might even be able to hear the trees falling to the ground as you paint your picture. . . . Then this person by himself is going to take those trees and he's going to build himself a small log cabin. Don't you see a picture of a man by himself dragging logs and laying them across each other until he built a log cabin. Picture the log cabin in your mind. Trees surrounding the log cabin. The only clearing is from where he chopped down the trees. You might picture a wife and two or three children. That's their home. . . . Open your eyes. That's what the people faced who lived out here. There was no place for them to live along here [the coast]. You had to be very wealthy to afford the land here. So you left with your wife and your children and maybe your grandmother and you walked until you found an area that you could clear some trees and build yourself a log cabin. That land that you just pictured in your mind is called the frontier. Alice?

S It's almost like the [inaudible] where the guy is cutting them all down.

T Ok. The frontier was all the land that has been unsettled, and the pioneers are the people who went out here to build their houses. They just went a little ways. They didn't go all the way out west yet. This area was known as the what? [Teacher shows "Frontier" word card.]

S The frontier.

T What type of houses did they have in the frontier?

S Log cabins.

T Were there lots and lots of people who helped build these log cabins?

S No.

T No. In here [the coast] . . . Mary shared with us that they wanted to make lots of money. They were greedy. Do you think the people who lived out here on the frontier were concerned about all the stuff they had in life? No. They didn't have a lot of stuff at all, did they?

S No.

T People who lived along here lived in huge mansions. We're not talking about castles. We're talking about huge houses. Twenty to thirty rooms in one house. Three living rooms. Two dining rooms, four kitchens because the people who lived on these plantations had a lot of money.

S I remember when we went to Greenfield Village, we went into where the places when the colonies were there.

T Greenfield Village is a good example of the place you can visit near us that you can see some of these things. Nancy?

S My uncle used to work security for these two people and he owns like a company and they built this big, it's made out of wood, out of logs, and they built it really big and they had a living room as big as a classroom.

T You might know a lot of people who have really big houses, but I've seen plantations [shows "Plantations" word card]. There aren't even houses around here as big as some of the plantations. And one family would live in that. The plantation owner would be a very rich person. That's a lot different from the man living out here on the frontier, right?

S Yes.

T A plantation is a huge, huge, huge farm. In the center of this farm is the mansion and all the land and all the stables for the horses and all the little houses for the blacksmiths or the cooper who makes baskets and barrels. He would have his own people work for him to make him everything that he needed. That's how rich he was. Do you think this man, the plantation owner, could run and do everything he needed to do on this farm by himself like this man [the one out on the frontier] did?

S No.

T Do you think this plantation owner could build that house, and his house, do you think his house was a log cabin? His house was made of bricks, very expensive bricks. You had to make each brick individually. Then build the house. Think this guy did it by himself?

S No.

T Do you think he goes out and he dries the tobacco leaves by himself?

S No.

T Do you think he goes out into the rice paddies and takes care of the rice? I don't know what you do to rice, I don't know if you pick rice or whatever, but do you think he gathered up the rice by himself?

S No.

T Who did it for him?

S Slaves.

T Slaves. In the colonies, you needed to have a lot of things done. Ships were coming over from Africa, bringing black people to the New World. These black people needed a place to stay, they needed some work. So these plantation owners said you can stay in what really was a little hut. You can live in one of those, but you have to do everything for me. These people that were coming over from Africa needed a place to stay and they were hard workers so they agreed. Slavery came about because they were slaves to the fact that they needed a place to stay and the plantation owner would hold that over their heads. "You don't want to work, you can't sleep here tonight. You won't eat supper." They didn't have anywhere else to go so they had to stay. Down the road, as we venture along our time line, we're going to talk about slavery in terms of how America had to deal with slavery and plantation owners' feeling that they owned these black people like you would own a pet, that they owned people. So slavery stays with us for a long ways down the time line. Today in southern colonies, the black people who came from Africa are only working on the large plantations. Why are they willing to go out into the tobacco fields? Why are they willing to go out into the rice paddies and do this for this gentleman? Nancy, why are the black people willing to do this?

S Because they need a place to stay and they need food.

T Very good. They need a place to stay and they need food. Basic needs of human beings. We need shelter, we need food. Plantations and slavery. Slavery goes along with the plantations. Cathy?

S I watch "Explorer" every Sunday on Channel 11 and last week's was about Africans who had to go to America.

S I heard on the news yesterday about this guy. He owned all kinds of gold and silver and diamonds and stuff and they said on the news that he kidnapped kids to make gold, beautiful [inaudible].

T There are a lot of places kids do a lot of work.

S When I was reading in the social studies book it said that men were sold.

T That's right. When you were doing your last thing on the southern colonies?

S Yes.

T Very good. What did these places grow? Let's look at frontier. [has Kelly and Helen hold word cards] On the frontier, where the single person is living with a wife and a few children, what do you suppose he grows? What do you suppose are some of the things he grows in his back yard?

S Corn.

S Rice.

T Well, out here in the middle of the forest? She's [referring to Helen, who is holding the "Frontier" card] way out here. She's in the middle of a forest. Is she going to grow rice? What does rice need?

S Water.

T Lots and lots of water. These guys over here next to the ocean, what are we going to grow over here? Corn? Corn grows in that kind of soil, doesn't it?

S Beans.

T Beans? Certainly.

S Tobacco?

T Just think. We got a whole forest. Trees everywhere. Are you going to be able to clear all those trees out and put tobacco in? I don't think so. Tom?

S Fruits.

T Maybe a fruit tree if he was able to get something like that.

S Vegetables.

T Just some vegetables, things like that. Maybe he has a cow. He's going to need a cow or a goat for milk. Who's going to use the food this farmer plants?

S Him.

T He and his family. He's not going to make it for the guy down the street or down the forest in this case. He's going to plant enough just for his family, right?

S Yes.

T Robert. What are we going to plant on the plantation?

S Tobacco.

T We're going to plant tobacco, lots and lots and lots of tobacco. What else are we going to plant on this plantation? Alice?

S Rice.

T We're going to plant rice. We're near water. Rice needs lots of water. We're going to grow rice. What else?

S Cranberries.

T We might grow cranberries. They were brought over more in the New England states, but there are some in the southern states.

S Different kinds of vegetables.

T Different kinds of vegetables.

S Fruits.

T Have a grove of fruit trees. Do you think he has a small garden next to his house?

S No.

T No. He's going to have a big, big, big, big fields of tobacco, big fields of rice. Who's going to eat that food?

S Him and the rest of the people down the street.

T He's going to make money from the stuff he has. How do you think he afforded that house? He sold his tobacco. He sold his rice. So what he plants is for him to sell. That's how he gets his money. We're going back out here into the wilderness. Who's doing all the work?

S The owner.

T [walks back to plantation] Who's doing all the work?

S Slaves.

T Yeah. Slaves are doing all the work. This guy just sits in the big house and counts his money.

S Like Scrooge.

T [walks back to frontier] How big was this house?

S Tiny.

T One room. One room log cabin. [walks back to plantation] How big was this?

S Huge.

T Huge. That house was probably smaller than his living room. Did this guy [frontiersman] get any money for the crops he planted?

S No.

T Nope. Didn't get anything. Did this guy [plantation owner] get money for his crops?

S Yeah.

T Little amount or a lot of money?

S A lot.

T Lots. Not a little bit but a lot a bits. What's this house made of out here in the wilderness?

S Logs.

T He didn't even have the luxury of cutting the tree trunks into wood. He just stacked them up and built the log cabin. What'd this guy do over here [plantation] with all his money?

S Bricks.

T And who made the bricks?

S The slaves.

T Big difference. Frontier and the plantation. You can visit plantations today. Last spring break, I went to Boone Plantation in South Carolina. I've known a lot about plantations, but I'd never visited one, and I was amazed. One of the things that I was amazed at was the shelters that the slaves lived in. Some were so small that they looked like dog houses. There was just a small opening for the slave to crawl in and lay down. Here's the man living in a mansion. Do you understand if you go down the time line, how people would become angry over the fact that people had to live that way? When we get to the point of talking about the slaves and how slavery ended in America, I will share more of those things that I saw at the plantation.

S When the frontier people built those houses, couldn't the logs roll?

T Have you ever seen Lincoln Logs? Ever make anything with Lincoln Logs?

S Yeah.

T They cut a little slot out of each end. They also used mud. Then he would build the mud around so that they wouldn't. But it wasn't warm in the winter time. It's just a place to protect yourself from the wind. You have a picture of what it looked like out in the wilderness. You know what a log cabin looked like. Return to your seat, and I'm going to show you what a plantation looked like.

At this point, Mrs. Lake has the students return to their regular seats where they can face the front of the class and view a schematic outline of a plantation that she shows on the overhead screen. She spends about five minutes talking about this illustration, then passes out a worksheet (not shown here).

T This is a picture from above of a plantation. Here is the main house. You can see the size of that main house compared to other buildings. This area right here is the acres of tobacco fields. Along this path on the other side were tobacco fields. Corn fields. We're talking acres. When you go for a ride in the country now, you see acres after acres of corn right around our area. Just as school's starting, before they pick that corn you can't even see through the rows of corn, it goes so far. That's how large this is. These are the tobacco drying buildings. They pick the tobacco leaves and they would take them into the buildings and lay them over the racks to dry. They have a barn yard. They have the main house. They have the stables. Open your books to page 124. Look at the difference. That's one painting of a log cabin. The log cabin we described did not have a brick fireplace. This one does. This person lived closer to the plantations than way, way out in the wilderness. You see he had bricks available to him. There's a huge difference between this farm and that farm. Can you see the size difference from the picture in your book of the land on the frontier to the picture up here of the plantation? A plantation was a lot like a city within itself. The person living in the main house ran that small city. When we do this activity, we look at the different sections of a plantation, the different parts, the slaves' quarters, the stables, the smokehouse where they would put their meat that they would get from the animals. The hams and the meat from the cows. Look at how a plantation is divided. Do you have any questions? Cathy?

S Did the houses in those days have chimneys?

T Not all of them, no.

S Where did the slaves live?

T In this illustration probably six or seven slave families would live in this small house [passes out illustration of plantation]. The illustration you have at your seat shows the various buildings on a plantation. You can see by reading through those that it is like a city. Whatever the plantation owner needed, he would make a building and hire someone to do that kind of work for him. Find the blacksmith's shop. It's to the east of the mansion. In a blacksmith's shop, they would make things made of iron. They would make horseshoes, they would make black kettles, so whatever the mansion owner would need, he would have that person make for him. He didn't have to go into a town to buy the things. He was so wealthy, he had everything made right on his plantation. Next door to the blacksmith's is the weaver's shop. What do you suppose a weaver's shop would make for a plantation owner? Ken?

S The baskets.

T Possibly.

S Clothes.

T Clothes.

S Animal skins.

T Possibly maybe some animal skins. Blankets. A weaver's shop would take sheep's wool and weave it into cloth and possibly even make some of the clothes. The carpenter's shop. What do you need a carpenter's shop for? Mark?

S To make like chairs and tables and stuff.

T Make the things you need. Help build the other shops, help build the other buildings. So do you see how this person, the person who owns this plantation has built a small city on all of his land and he lives at the center of it. I'm going to give you a sheet of paper that's going to explain what happens in all of those buildings.

S There's like a hall to the kitchen and it seems like a separate room.

T Cathy?

S How did they get the name "blacksmith"? [Teacher says she doesn't know, then starts reading from the worksheet.]

T A southern plantation in 1740. Mr. Smith owned the plantation in Virginia. A plantation is a very large farm. Slaves and servants live on the plantation. They do all the work for Mr. Smith. He is a very wealthy tobacco grower. He grows tobacco on 225 acres and corn, cotton, and other crops on 100 acres. To learn more about Mr. Smith's plantation, follow these directions to complete the map. (1) The description below will tell you about each building. (2) Make each box in the key on this page a different color. As you locate each building on the map, color that building to match the box. You're going to need how many different colors? Tell me.

S 11.

T We're going to need 11 different colors. You're going to color a box. If you look on the sheet with the directions, what is the first box? What is the building next to the first box, class?

S Mansion.

T Let's say you choose to color that box yellow. What color are you going to color the mansion on the map?

S Yellow.

T You need to match the box with the location on the other sheet. Do you have any questions about the difference between the frontier and plantation? We have about four minutes left. You can get started.

At this point, the students settled into the task quickly and apparently without difficulty. Mrs. Lake stopped to ask the student that she helps frequently if he understood what to do, and he said yes. After circulating briefly to see that everyone was started on the task properly, Mrs. Lake went to her desk, got out completed assignments, and began returning them to the students.

It is noteworthy that Mrs. Lake did not say much about slavery during this lesson, and in particular, did not attempt to confront and correct the misconceptions about slaves and slavery that she knows many of her students possess. She did mention that the slaves were black people who came from Africa, but she did not clarify that they had been kidnapped, transported against their wills, and forced to work whether they wanted to or not. Thus, many of her students no doubt emerged from this lesson still believing that the slaves were voluntary indentured servants or poor day laborers. Mrs. Lake was aware of this problem but chose not to say much about slavery here because she treats it in considerable detail in a later unit.

The worksheet distributed in Class 13 was uncharacteristic of Mrs. Lake's assignments because it called only for coloring and not for significant writing. She might have done something more substantial under other circumstances, but the holiday break was fast approaching and several classes originally intended for allocation to social studies instruction had been devoted instead to special events and assemblies. Consequently, at this point, Mrs. Lake was cutting back on her original plans and hurrying to finish the segment of her unit devoted to life in the colonies, so that she could move into the Revolution when classes resumed after the holidays.

Class Fourteen

This is the final class. It is devoted to the KWL sheets, a review, and checking and returning of assignments. Mrs. Lake begins by having the students place their plantation assignments on their desks, circulating quickly to check them, and marking a few incomplete that the students will have to finish during recess. Then she gives directions for completing the KWL sheets, as follows.

T The first thing I want to do before we talk anymore about what we've learned is I'm going to pass back the sheets that you filled out the very first day we began studying the colonies. You filled out a KWL sheet that I gave you to see how much you knew on the colonies. These are dated November 21st. Today is December 21st. A month ago you filled this sheet out and you put down what you knew about the colonies and some of the things you'd like to know about the colonies. The bottom box says "What did I learn?" Just looking at this top sheet, it says "I don't know anything about the colonies." Hopefully, when this person gets their paper back, they're not going to put "I didn't learn anything either." You're going to jot down words, phrases, pictures, any way you want, what you learned about the colonies. You know what? I know you learned a lot. I know some of you are going to say "Can I use the back of the paper? I'm going to need more space than this box allows." Yes. If you need to turn the paper over, and you want to write more, that's fine. This is for you to search your mind about what you've been studying concerning the colonies. You have a back board back here that, for those of you who are concerned about spelling.

The students work quietly on the KWL sheets, occasionally looking at the key word cards displayed at the back of the room or at the Sarah Morton outline on the chartstand. Some of them appear to be just copying from these sources, but others appear to be composing more individualized responses. Mrs. Lake again makes a point of checking on the student that she helps frequently, but today he does not seem to need any special help. After about five minutes, she tells the students to put their pencils down and gather on the floor at the back of the room, bringing their KWL sheets with them. She then initiates what will be the final review of the material taught in this unit, beginning by asking students to tell about the things they learned. Then she asks the students to tell what were some of the favorite things that they learned or did during the unit. The biggest favorites were the maps that the students worked on in groups of four and the story times in the back of the room with the teacher. Surprisingly to me, the Sarah Morton book and assignment did not draw that much enthusiasm.

T I think that everyone in here has learned a lot of information. I think that every one of you could tell me something about the colonies. You could tell me something about Jamestown. You could tell me something about Roanoke Island, and you could tell me something about Plymouth, and you could tell me something about the New England colonies, the Middle colonies, and the Southern colonies. I think that we could shut our eyes, and if I asked you to picture a map of the colonies, you could do that. If a month ago I would have said, close your eyes and find the map of the colonies, you wouldn't have known what to picture. How many can shut their eyes and think about and draw a map of the colonies in their minds and see that map? [two-thirds] How many can see the exact colors that you and your group put on your maps? That shows you have learned a lot. I'm very proud of all of you because I know I could ask varying questions. If I wanted to give an oral test right now, and I went around and asked each one of you a question, I'm sure you would give me an excellent response. So I want you to know that I'm really proud of the information you've learned. This was new information. It wasn't information you learned in first grade or second grade. I want to share with you before I give Shirley back hers, she chose to draw a picture of a plantation and the log cabin because that was something she remembered that she thought was important in this unit--the difference between the frontier and the plantation. That was neat because that was one of the ways you could express what you've learned. I know by looking at this, Shirley knows about plantation life and she knows about life on the frontier, what it was like to live in a log cabin. I would like some of you to share some of the information you learned with us. Nancy, would you give us some of the things you learned?

S I learned that a colony is a small town inside of a large piece of land [reading from her KWL sheet].

T Keep your papers real quiet so we can hear. Do you want to keep going?

S For instance, Jamestown, Plymouth, Roanoke Island. I learned that William Bradford was the leader of the Pilgrims. The Pilgrims had two Indian friends named Squanto and Samoset. I learned about the southern colonies, the middle colonies, and the New England colonies. The southern colonies are Virginia, Maryland, North Carolina, South Carolina and Georgia.

T Who else would like to share? Mark.

S The people in the southern colonies came for gold. A plantation was a small city owned by someone who was very rich who kidnapped slaves to work on their plantation.

T Very good. Judy.

S I learned that colony was owned by another land such as England owned Jamestown, Plymouth and Roanoke Island. Roanoke is now called the missing colony. There are 13 colonies and they are divided into parts. New England--New Hampshire, Massachusetts, Rhode Island, and Connecticut. Middle--New York, Pennsylvania, New Jersey, and Delaware. Southern is Virginia, Maryland, North and South Carolina and Georgia. I learned a lot about colonies.

T Mary, will you share yours?

S I learned that most of them were owned by England. They started America.

T Very good. Kelly.

S I learned that there were three ways that people came to the colonies. They were slavery, religious freedom, and a better life. I learned that Roanoke Island disappeared. People that moved to Jamestown were looking for gold.

T Very good. I like that. Kelly remembered the three ways: slavery, for a better life, and for religious freedom. Very good, Kelly. Cathy.

S I learned that the colonists, there were 13 colonies. The three we learned about were . . . the three islands were Roanoke, Jamestown, Virginia, and Plymouth, Massachusetts. I learned all the names. John

White, John Smith, Virginia Dare, the first baby born on the island. Pocahontas, she was an Indian that saved John Smith's life. The Pilgrims, William Bradford, Samoset, Squanto. [inaudible] The House of Burgess made the laws.

T Very good. One last one. Alice.

S I learned that Roanoke Island was a lost colony and why it is a lost colony is because John White went back to England and there was a war in England and he couldn't come back for three years and when he did there was nobody there. Virginia Dare was the first baby born on Roanoke Island. I know that Jamestown was not a lost colony. John Smith was Jamestown's leader. Pocahontas saved John Smith's life. They came for gold. They had their houses burned a lot. I know that Plymouth was not a lost colony. William Bradford [inaudible].

T Good. I know we could take time and have each one of you read, and you would have the same kind of information that we just heard. As I look around, I see that each of you wrote a lot and that's very good. I want to ask you some questions about these and see if I can trick you or not and see if you can quickly give the answers. But before I do that, there's one last thing. I want to ask you a question. I want to know what you liked of the things that we did, what did you think was fun? What did you enjoy so that I know for next year what were some of the things you liked doing. So think for a minute. We did a lot of activities, we did some drawing, we did some writing. What were some of the things you thought were really neat to do? Mary?

S Writing about Sarah Morton and doing those maps.

T You liked doing the maps in the group on the chart paper and writing about Sarah Morton. How many of you would have answered Sarah Morton? OK, four or five of you. How many would have agreed with Mary about doing the maps on the chart paper? Pretty much everybody. Who else has something? Ken?

S Writing the Jamestown journal.

T Ok, the Jamestown journal. How many thought that was fun to do? [50%] Judy, you had one.

S I liked learning about Roanoke Island because I like mysteries and things. It's kind of neat to think of what could have happened.

T Ok. Helen?

S I liked doing the maps and the thing with the circles.

T The individual maps where you had a circle on the middle colonies and New England and Southern colonies. OK. Bruce?

S The Jeopardy game.

T The Jeopardy game before we took the test. Tom?

S These KWL sheets, because. . . .

T Ok, so the KWL. Tom thought that was neat because he could see he didn't know very much and at the end he knew a lot. Kelly?

S Next year you could have the kids write what could have happened to Roanoke Island.

T Ok, that's a good idea. They could solve the mystery or try to solve the mystery. Cathy?

S I was thinking when we come back here for the stories.

T Ok, so when you come back here for storytelling that's interesting to hear the stories from that. How many liked coming back here to hear the stories? [90%] That's good because you know what? I like doing that. I think that's really important, and I'm glad you like that because it's interesting for me too, and I like going into bookstores and seeing if I can find new books. Like this year, I found Sarah Morton. You're the first class that's ever heard the story of Sarah Morton. And because I like doing that, I always hope that you like coming back here and hearing the story. That's really good. I like to hear that. Carl?

S I like learning the map we just turned in.

T Ok, the map of the plantation. All right. Bruce?

S I liked the story about John White coming back and stuff.

T John White and when he came back. OK. Any others? Well, it sounds to me like almost all the activities, somebody liked along the way. That's really good.

At this point, Mrs. Lake spends about seven minutes leading the students through a very fast-paced review of the key people, places, and events listed on the posted word cards, plus a few other ones. She gives the class a clue (e.g., "He was the leader of Jamestown.") and they are all supposed to call out the answer as quickly as they can. The activity is enjoyable for both Mrs. Lake and the students. She manages to pack 40 questions into this brief time period, asking them in an informal yet challenging manner (connoting that she is trying to find a question that will stump the group). The students give most of the answers quickly and correctly, although the number responding varies from a few to most of the class. Mrs. Lake compliments the class at the end, then spends the last few minutes returning graded assignments, telling the students how to assemble the material in their folders, and collecting the folders (because she plans to look through them for grading purposes).

Mrs. Lake never got to some of the things that she had planned to include in this unit, mostly because of loss of social studies teaching time to holiday events and other special activities. For example, she never got to use some material and activities that she had prepared built around profiles of actual colonial women. Later, however, she planned to include material on women who played significant roles in the Revolution when she began teaching about the Revolution in January. She wants her students to learn about the lives of everyday people, and about women in particular, not just about the "great men" that have been emphasized so heavily in traditional treatments.

Time pressures also prevented Mrs. Lake from including some of the "hands on" activities that she has included in the past, such as preparing colonial foods or making and wearing colonial costumes. Nor did she include any of the role play or dramatic activities that she had been thinking about. She planned to include such activities in later units, however. She especially wanted to include some role play or dramatic activities, not only because students enjoy them but because she believes that getting the students "involved in talking in the first person" is an especially powerful way to help them to internalize what they are learning.

Effects of the Unit on Student Motivation and Learning

No formal measures of student motivation or affect were administered, but informal observation suggests that the students found the class enjoyable and the material engaging. They paid consistent, often rapt, attention to Mrs. Lake when she was telling stories; they frequently initiated comments and questions; and they typically engaged in activities and assignments with an unpressured informality that nevertheless included seriousness of purpose. The motivational and affective indicators that Mrs. Lake values were once again in evidence: The students not only displayed interest in class and (with a couple of exceptions) worked conscientiously on their assignments, but also typically read additional trade books on colonial times, completed the extra credit assignments, discussed the content during lunch or other out-of-class times, and gave evidence of discussing it at home with family members as well. In summary, informal observation suggested numerous positive indicators, and no negative indicators, of desirable motivational and affective outcomes.

Mrs. Lake's effects on student learning are harder to assess. She administered no standardized tests, so it is not possible to score her students with respect to established norms. She taught social studies to all of the fifth graders at the school, so it is not possible to compare her students to peers taught by other teachers.

On the other hand, Mrs. Lake used the KWL sheets, administered a knowledge test midway through the unit, quizzed the students orally several times, and engaged the students in a variety of writing assignments and other activities that provided a basis for assessing their learning. Student performance on these various indicators suggested that Mrs. Lake was quite successful in accomplishing her stated knowledge goals. This conclusion needs to be tempered by the recognition that Mrs. Lake put much more emphasis on ensuring her students' success than on confronting them with difficult challenges, so that she provided them with a great deal of instruction and assistance as they took tests and worked on assignments. Still, the data indicate that her students learned a great deal, and in particular, that they learned the main ideas and associated basic facts that she emphasized repeatedly.

KWL Data

KWL data were available for 73 students from the beginning of the unit (K, W) and for 70 students from the end of the unit (L). The K data support Mrs. Lake's observation that students typically enter this unit with little knowledge about the colonies. In response to the question "What do I know about the colonies?" 51 of 73 students said "nothing" or "I don't know." Four students confused the colonies with the continents ("There are seven colonies in the world--they are land."). Eleven students gave generally correct but vague responses. Of these, five said that the colonies were land ("They are a piece of land" or "I really don't have any information on colonies, but they are land"), five confused "colonies" with "colonists" and thus described colonies as people ("They lived a long time ago" or "They were the first real settlers--the Pilgrims"), and one said that "The United States were a colony." Finally, seven students gave more specifically correct responses ("It's a country that another country rules," "They were the first 13 states in America," "Pioneers lived on them and discovered them," "It was the first states but they didn't call them states, they called them colonies. There was 13 of them. They are on the coast of the Atlantic ocean," "There were 13 of them. The colonies were the first people in America. They were the first to celebrate Thanksgiving. There are 13 original colonies," and "There were 13 colonies. They were the first people on America to celebrate Thanksgiving.").

When asked "What do I want to know about the colonies," most students either said "everything" or listed basic general questions (What are they? Why are they important? Where are they located? How big are they? What do they do?). The students who thought that colonies were people asked questions that embodied this assumption (Where do they live? What did they do for a living? How do they dress? In what year were they living? Where did they come from?

How do they make their stuff to live?). Finally, a few students added unusual questions along with more common ones (Are they different colors? Why is a colony called a colony? Are they near water?).

These data from the beginning of the unit are interesting for what they reveal about the ideas and interests of fifth graders and about the frameworks for analyzing people and land that they have developed through previous social studies teaching. For purposes of assessing Mrs. Lake's colonial unit, however, they are of interest primarily as evidence that a substantial majority of her students did not have specific and correct knowledge about the colonies before the unit began.

The students' responses to the "What did I learn" question that was asked at the end of the unit varied considerably in length and sophistication. They also varied in the degree to which they ventured beyond the posted key words in order to include more personalized statements about what the students had learned.

Most responses began with some general statements about colonies and then added some specific facts (typically about the Roanoke Island story, Pocahontas, the various reasons that different groups came to the New World, the hardships in the first settlements, or Sarah Morton). A few students merely listed the colonies and described the three major regions, but most students supplied additional information, especially details of the stories that Mrs. Lake had emphasized in class.

Most responses are correct as far as they go and provide evidence that most of the students grasped the key ideas that Mrs. Lake emphasized (that the colonies developed when England began sending settlers, rather than just explorers, to the New World, that different people came for different reasons, that the earliest colonists had to endure great hardships, and so on).

However, some of the responses are quite limited and contain little or no communication of information phrased in the students' own words. In addition, a few of the responses contain errors. These range from invented language (guynapped for kidnapped, unknown for lost) to conflations (mixing up John White with John Smith, colonies with colonists, or Spain with England), to overgeneralizations of specific examples (colonies are located on islands, the people in the southern colonies came for gold), to clear distortions or misconceptions (there were only three colonies, colonies are places where the Indians settled, the House of Burgesses was a jail).

Thus, although the majority of the students had acquired considerable knowledge and could communicate salient aspects of it accurately, a few students failed to provide much evidence of learning or provided responses that revealed confusions or misconceptions. Also, some students framed their responses in sophisticated language suggestive of the beginnings of formal operations, but most responded in more childish (concrete operations) terms. Because readers can best appreciate these differences in students' responses and assess the effectiveness of Mrs. Lake's instruction if they have the opportunity to inspect the full range of data, the post-unit KWL responses are reproduced in their entirety below.

1. People came from England to settle in Jamestown, Plymouth, and Roanoke Island. England was not the only country that had people settle in colonies, there was Spain and France. The people in the New England colonies came there for religious freedom. The people in the Middle colonies came for a better way of living. The people in the southern colonies came for gold. The plantation was a small city or village owned by someone rich person who kidnapped slaves.

2. People came from England to settle in the colonies. Jamestown, Roanoke Island, and Plymouth. The Pilgrims came to Plymouth on the Mayflower for religious freedom. The first white baby to be born on Roanoke Island was Virginia Dare. The people that came to Jamestown were looking for gold. They were sent here by the Virginia company. There are 13 colonies.

3. I learned on the colonies that there were 13 colonies. The three we learned about were three islands, Roanoke, Jamestown, Virginia, Plymouth, Massachusetts. I learned all the names, John White, John Smith, Virginia Dare (the first baby born on the island), Pocahontas (she was the Indian that saved John S's life), the Pilgrims, William Bradford, Samoset, Squanto. The events that I learned on is the House of Burgess, Mayflower Compact.

4. This is what I learned. I learned that Roanoke Island wasn't really a colony because after the first year everyone disappeared and before the people that were at Roanoke Island disappeared John White went back to England for supplies and when he got to England they in were in a middle of a war. John White stayed in England for three years and when he came back with supplies the people were gone but John White found a word on a tree. It said Croatoan so he went to the island across from Roanoke Island. John White's daughter had the first baby in the U.S. and they named her Virginia Dare. Jamestown--the leader of Jamestown came from England just like John White and the people that disappeared on Roanoke Island.

5. I learned that when John White found new land he went to bring people to the new land. When he went to the other land and helped them fight in the war he didn't come back until three years and when he went back to the new land no one was there. There was a word carved into the tree. It was Croatoan. John White's daughter had the first baby on Roanoke. Her name was Virginia Dare.

6. Colonies are a land that is owned by another land. Such as England owns Jamestown, Plymouth, and Roanoke Island. Roanoke is now called the missing colony! There are 13 colonies and they are divided into parts. [At this point she has three boxes labeled New England, Middle, and Southern, with the 13 colonies correctly listed in these boxes.] I learned a lot about colonies. I hope you! do!!

7. It's when small groups of people come to a little land but still keeps it's friendmanship with the country they were from. The people came to Plymouth for religious freedom and the people came to Jamestown to find gold but instead of finding gold they found Indians. One day John White was out looking for food and was captured by Indians. He was about to be killed when Pocahontas saved his life.

8. I learned that a colony is a small town inside of a large piece of land. For instance Jamestown, Plymouth, Roanoke Island. I learned that William Bradford was the leader of the Pilgrims. The Pilgrims had two Indian friends named Squanto and Samoset. I learned about the Southern colonies, the Middle colonies, and the New England colonies. The southern colonies are Virginia, Maryland, North Carolina, South Carolina, and Georgia.

9. Colonies are pieces of land that were discovered by the people from Spain, France, and England. There are 13 colonies in the U.S. They were New England, Middle, and Southern colonies. Maine was part of Massachusetts. Roanoke Island was discovered by a man from England named John White. John took a bunch of people to the island and the first white baby was born in the new land. Her name was Virginia Dare.

10. I learned that there are only three major colonies. They are Roanoke Island, Jamestown, and Plymouth. The first English baby born in America was Virginia Dare. There are 13 colonies in the U.S.A. In Plymouth the Pilgrims landed there. On Roanoke Island Virginia Dare was born. In Jamestown John Smith was saved by an Indian princess. And John Smith was the leader. William Bradford was the governor of Plymouth. The people of Plymouth had two friend Indians named Squanto and Samoset. Jamestown had a tribe as their friends. In Jamestown they made a House of Burgess.

11. The colonies were [he lists them in order from north to south]. They were cut into three groups. New England, Middle, and Southern.

12. I learned about a colony is a country owned by another country and they still belong to their old country. Sarah Morton, John White, John Smith, Pocahontas, Virginia Dare, Pilgrims, William Bradford, and William Penn. Samoset, Squanto, 13 colonies, New England, Middle, Southern colonies, Roanoke Island, Jamestown Virginia, Plymouth Massachusetts, Spain, France, St. Augustine Florida. House of Burgess. Mayflower Compact, Mayflower. [He has simply listed the key words that the teacher has attached to the board at the back of the class.]

13. I learned that the colonies are the Middle colonies, Southern colonies, and the New England colonies. And that a colony is a group of people that moved to a different part of land. The colonies started in the 1600s. [At this point, she makes three boxes labeled New England colonies, Middle colonies, and Southern colonies and begins to list them, but ran out of time after the first three New England colonies.]

14. John White, Virginia Dare, Pilgrims, William Bradford, Samoset, Squanto, John Smith, Pocahontas were first famous people known. All the 13 colonies, Jamestown and Plymouth were the first colonies. Rich had slaves, moved inland for more space, lots of chores.

15. I know that Roanoke Island is a lost colony and that Virginia Dare was the first white baby. I know that Jamestown was not a lost colony. John Smith was their leader. Pocahontas saved John Smith's life. They came for gold or money. They had the House of Burgess for laws. I know that Plymouth was not a lost colony. William Bradford was their leader. Samoset and Squanto was their friends. They had the Mayflower Compact for laws.

16. They are not people, they are countries. The Pilgrims and Indians lived on them. There are 13 of them. They're all part of the United States. The colonies have a lot of things happening on them like the Pilgrims signing the Mayflower Compact, the first baby born there was Virginia Dare, the colonists built a House of Burgesses, the colonists fished and helped each other. The Indians named Squanto, Samoset, and Pocahontas helped the colonists and Pocahontas saved John Smith's life and she became a princess and he became a tribe member.

17. I know that there are 13 colonies and that some people are rich and they have mansions and some people that moved out farther out and they have log cabins with only one room and the mansions have bricks plus the mansions have

slavery. [In addition to this prose, she has provided a drawing showing a large building labeled "mansion," with smaller buildings attached to it and also a smaller building farther away from the others labeled "log cabin."]

18. There are 13 colonies. Roanoke Island, Plymouth Massachusetts, and Jamestown was a colony. Virginia Dare was the first baby born on Roanoke Island. The Pilgrims floated to Plymouth on the Mayflower.

19. Colonies are a small part of land owned by a big country. There are 13 English colonies. People sailed on ships to the new colonies. People had to work in order to be fed and for a place to live. It was hard for people to live that hard life. I learned about Roanoke Island, Plymouth, and Jamestown, they were some of the first colonies.

20. Sarah Morton. Born in Holland. Father died first year. Came over on the Anne. Had to do lots of chores.

Colonies: 13 original colonies. I learned that they sold slaves. I learned when John White came back to Roanoke Island no one was there. I learned that John Smith was saved by Pocahontas.

21. Colonies are a piece of land owned by a different country. A group of people that come from a different country for different reasons. Religious freedom, a new life, and slavery. There were 13 of them, and they started in the 1600s. Some people came for money. Most of them [the people] came from England. There was one that was lost, and they [the colonies] started America.

22. I learned that there were three different ways people came to the colonies. They were slavery, religious freedom, and a better life. I learned that Roanoke Island disappeared. People that went to Jamestown were looking for gold.

23. A colonies are big chunks of land. If they came from England so if you found a colonies it would belong to England. Jamestown. The Pilgrims were going to Jamestown for religious freedom or for gold but the wind blew them the wrong direction and they came to land and before they got off the ship they signed [ran out of time at this point].

24. I learned that Jamestown had a very hard time and they had to struggle to live. Roanoke Island had people on that piece of land but they all disappeared. When John White went back to England for more supplies. I learned that there are 13 colonies not just seven. I learned that John Smith was almost killed but an Indian named Pocahontas saved his life. I learned that there's 13 dividing lines for colonies. New England colonies, Middle colonies, and Southern colonies. I learned that Pilgrims were coming to Jamestown. But on their way here the wind blew their sail and they ended up in Plymouth. Before anyone could get off the Mayflower they had to sign an agreement that they would help with everything in this new land. Some Indians named Samoset and Squanto came to help the Pilgrims. William Bradford was the Pilgrims governor. John Smith was the leader of Jamestown and John White was the leader of Roanoke Island. Virginia Dare was the first baby born on Roanoke Island but soon after she was something happened to the island and everybody on the island disappeared.

25. [Note: She originally had the colonies confused with the 7 continents.] I learned that there are not seven, there are 13. The first three were Roanoke Island, Jamestown, Virginia, and Plymouth, Massachusetts. The Middle colonies are New York, Pennsylvania, New Jersey, Delaware. The southern colonies are Virginia, Maryland, North and South Carolina, Georgia. The New England colonies are New Hampshire, Massachusetts, Rhode Island, and Connecticut. William Bradford was the governor of the Pilgrims.

26. That there were 13 colonies. That Pocahontas saved John Smith's life. Her father was going to kill him. They made a House of Burgess for the people that did not be good. The Pilgrims before they got off the ship they had to sign the Mayflower Compact. It said that they had to help catch food, hunt, help chop wood or they had to go back to the old town.

27. I learned that a colony was a settlement ruled by another country. Roanoke, Jamestown, and Plymouth were the first three colonies. John Smith was the leader of Jamestown. John White was the leader of Roanoke, and William Bradford was the governor of Plymouth. The law for Jamestown was John Smith made like a courthouse and called it the "House of Burgesses." The law for Plymouth was the Mayflower Compact. You had to sign it to get off the boat and it said "I swear that I will work hard for this village to grow." Roanoke never got a rule because when the people settled John Smith had to go get supplies and when he got back everybody was gone and the only sign was the word Croatoan written on a tree and nobody knows what happened to Roanoke. [At this point, he has filled out both sides of the page and has no more room.]

28. I learned that there were 13 colonies. Roanoke was the lost colony. Pilgrims came to Plymouth for religious freedom. John Smith was almost killed but Pocahontas saved him. The Pilgrims got to Plymouth on the Mayflower, and they had a Mayflower Compact for rules and laws. Everyone that started the colonies came from England. The New England colonies are [she then lists these and goes on to list the Middle and Southern colonies].

29. I learned that Roanoke Island is a colony. Roanoke Island used to be an island. Plymouth was a colony. The Pilgrims were the ones to find Plymouth. Jamestown was a colony too.

30. A colony is a very small town. I learned that John White from Spain sailed to Roanoke Island and Virginia Dare was the first baby born there and when John went to get supplies he came back and everyone was gone. He searched the whole island and found no one except Croatoan carved in a tree. John Smith sailed to Jamestown looking for gold. They came on the Discovery, Susan Constant, and Godspeed. He was guynapped by the Indians but the chief's daughter Pocahontas saved him. The Pilgrims sailed to Plymouth for religious freedom. Before they got off the boat they had to sign the Mayflower Compact and two Indians named Samoset and Squanto helped them. The Pilgrims sailed on the Mayflower also.

31. In one of the trees was carved in the tree was Croatoan. In the colony Roanoke Island.

32. I learned that colonies are a small settlement ruled by a country. I learned that there is Roanoke Island, Jamestown, and Plymouth are the first three colonies. There is a place where people go for many reasons like for religious freedom or gold. Each colony has a leader. Roanoke Island's leader's name is John White, Jamestown's is John Smith and Plymouth's is William Bradford. In Jamestown they came on three ships called the Godspeed, Discovery, and Susan Constant.

33. I learned that colonies are a small settlement where Indians settle. I learned that they help our settlements grow bigger. I learned that different Indians lived in different settlements. I learned that the Pilgrims came here for religious freedom. I learned Pocahontas saved John Smith's life when he almost got killed by a king. I learned on Jamestown came on ships called Godspeed, Discovery, and the [ran out of time].

34. Colonies were states. I learned about the first colony Roanoke Island. I learned about the second colony Jamestown and the people in it. I learned about the third colony Plymouth and why they came to America and later about the 13 colonies. Roanoke Island settlers disappeared.

35. [Response by a special education student, written by himself rather than done orally.]

I learn on Roanoke Island there was a girl named Pocahontas.

36. I learned that the colonies were very quiet people and I learned that Roanoke Island was the first colony and there was first, second, and last. And one more thing they were people. It was fun learning about the colonies. I learned that there was an unknown colony. I learned that Samoset and Squanto were Indians that helped colonists.

37. I learned that Roanoke Island is the first colony and it is not there anymore and in Plymouth they could not leave the Mayflower until they signed something called the Mayflower Compact. An Indian named Pocahontas saved a man's life. His name was John Smith. He was the leader of Jamestown Virginia. A colony is a group of people that get together on an island.

38. Roanoke Island is the lost colony. John White was the leader of Roanoke Island. I learned about three colonies at first Jamestown, Roanoke Island and Plymouth. The leader of Jamestown was John Smith. The leader of Plymouth was William Bradford. The people that found the colonies were from England. An Indian named Pocahontas saved John Smith's life. And Samoset and Squanto helped the people of Plymouth.

39. I learned that they are sometimes lost and sometimes not. People did live on them. One of them was a lost island where people disappeared. Some of them were: New England colonies and the Middle colonies.

40. I learned about John White and John Smith came from England. I learned about different Indians that saved people. I learned about the different colonies. I learned about the first baby born in Jamestown Virginia. I learned about the Mayflower Compact that it was for the Pilgrims help the Indians. I learned that the House of Burgess was where they made all the rules

and laws. [Teacher has written "I'm really proud of you!" and a smiley face on this paper.]

41. I learned about people, like John Smith and John White. Virginia Dare and Roanoke Island. Jamestown, Plymouth, and England. Mayflower Compact and the House of Burgess. Pocahontas, Pilgrims, William Bradford, Samoset, and Squanto. Also the Mayflower [He has just been listing the key words on the board.]

42. I will tell you some colonies, New York, Pennsylvania, Virginia, Georgia. Colonies are people who move to a new land and keep their same relationship. [Rather than continue on the back of the sheet, he has done drawings unconnected with the colonies.]

43. I learned that the people all came over to the colonies for different reasons. I also learned there were different amounts of people on each ship. Most people died from sickness and starvation. I didn't learn where they pushed off from [she had listed this earlier as something she wanted to learn about the colonies], except it was probably somewhere in England, but I did learn where they landed the first three times; Roanoke Island, Jamestown, and Plymouth. Plymouth was really spelled Plimoth, but we, as the Americans changed it to Plymouth. An average colonial man would be five feet to five feet six inches or lower.

44. The famous people that lived there. They are John White, John Smith, Virginia Dare, and Pocahontas. I learned that there are separate colonies [three]. The New England colony, Middle and Southern. These colonies take up the whole east side.

45. I learned that it was very hard to survive the first winter, many of them died, they had to work hard most of the day. They only had an hour for school each day, they had to do their chores.

46. I learned that colonies are where the Pilgrims lived. The first three colonies were Roanoke Island, Jamestown, and Plymouth. Roanoke Island ended up being deserted. It was a mystery. Jamestown grew bigger after the Pilgrims and other settlers told people how wonderful it was. The people that lived in Jamestown went there for freedom. Some Pilgrims were heading towards Jamestown because they had heard about it. They got caught in a storm and ended up in Plymouth. They went there for religious reasons.

47. I learned that colonies can be people who come from another land and made it part of the land they came from. Colonies can just be a big group of just people. Some people came from one land and got on Plymouth, Mass. for religious freedom. I also learned about Sarah Morton. She had a hard life. She had many chores to do and very many rules to follow. One time people came over on a ship called the Mayflower. They had to sign the Mayflower Compact saying [ran out of time].

48. I learned that they are Pilgrims and that they are a group of people. They are not explorers. They discovered Massachusetts by accident. They came to America by the Mayflower and other ships. They wanted to go to America to

Jamestown but the wind blew and they got sent in another direction to Plymouth Rock, Massachusetts.

49. I learned about John White and John Smith. The Indians that helped the different colonies I do not know now [i.e., he cannot remember their names]. John White was the first person we learned about and they came. And Virginia Dare and how she was the first white baby to be born of that island. The Pilgrims [ran out of time].

50. I learned about Jamestown and how it got its name, and learned about Sarah Morton. I learned what's a colony. I know how many colonies are there and know how big is a colony.

51. I learned a lot about Sarah Morton. These are the things I learned about her. I learned about all her chores. Some of them were to polish the brass, muck the garden, and milk the goats. Her family was very poor and their houses were made of sticks. They had one room in the house where they slept, cooked, and ate. Sarah had manners she had to follow. They were children should be seen and not heard and she had to stand at the table when they ate.

52. I learned all about Sarah Morton and Jamestown, Plymouth, and Roanoke Island and how it died. I learned about Jamestown and how they survived the terrible winter. I learned about how they came over to the New World. I learned how their cultures were, especially Jamestown. They made houses after picking a leader that man was John Smith and he led them through the hard terrain.

53. Virginia Dare was the first white child born in the New World. The House of Burgess. Roanoke, Jamestown, Plymouth. Mayflower Compact. Pocahontas.

54. I learned that when I learned about Sarah that she couldn't sit at the table til she was older. Another thing I learned about Sarah is that she had many chores to do in the morning when she got up. Another thing I learned is that when it was in the winter time the Indians had to sleep next to each other to stay warm at night. And another thing is that when Columbus came with some men there was a sheet that they had to sign before they got off the ship.

55. I learned about Sarah Morton. Before I learned about her I didn't know that she exist. I learned what she did as a child, what chores she had to do. It sounded not real easy. I also learned about Jamestown, Roanoke Island, and Plymouth. I also learned where these people came from.

56. I learned that some of the colonies went around and killed people and they went to different island and built houses and lived there. There were 13 colonies. They were all in a group. Their names were New England colonies, and Middle colonies, southern [ran out of time].

57. I learned that colonies is just people. I learned the colonies came from France and Spain. Colonies are people that find land and live there for the rest of their life. The colonies that I remember are Roanoke Island, Jamestown, Virginia, Plymouth, Massachusetts.

58. I learned that people from England and different places were coming to live in the New World for a better life where they can do what they want. Virginia Dare was the first white baby to be born in the world. There were three colonies.

59. I learned that a colony is a group of people who find land but still keep their relationship with their country. I learned that Jamestown was the first colony. John Smith was the leader and the Jamestown colony was from England. I learned that the Pilgrims were also a colony and they were sailing towards Jamestown but landed in Plymouth, Massachusetts. I also learned that their leader was William Bradford, the Pilgrims had to sign the Mayflower Compact before getting off the boat, and the two Indians that helped them were Samoset and Squanto.

60. I learned that colonies are land that people build on. I also learned that many colonies are surrounded by water. Also many Indians settled on land and made themselves colony.

61. I learned about Roanoke Island, Jamestown Virginia, and Plymouth, Massachusetts. Roanoke Island was found by John White. John White brought over people and they lived there. John White went back to get food and supplies and to his surprise he had to fight in the war and didn't come back for three years and when he came back no one was there. There was a word but that was it. The word was on a tree. It was a island so he went there but they weren't they. So he went back to his home in England.

62. I learned that colonies are a group of people that believe a certain way and fight for their freedom and religion. I learned that times were very hard. I learned that many people died of starvation and disease. I learned that people had to fight for their family's lives and sometimes risked their lives for other people. I learned about the Mayflower Compact and the Houses of Burgess and lots of ships.

63. That they are not a group of people. It is land. They were the first places to be named a name. But keep a relationship with the country they came from. There were three we studied about. Jamestown, Plymouth, Roanoke Island. The people from Jamestown came on the Godspeed, Susan Constant, Discovery. The people from Plymouth came over on the Mayflower. Roanoke Island disappeared when John White went for supplies and didn't return for three years. Virginia Dare was the first white baby born on the New World.

64. I learned the colonies are not people. They land. And these are some of them. The lost city of Roanoke Island. Why they call Roanoke Island lost, because John White had to go back to Spain and fight in a war. Then when he came they were gone.

65. I learned that explorers came to different parts of the United States. I learned that some of the places are still there. I learned where the explorers came from and landed. I learned how they lived and how they survived. I learned how they got here.

66. That the colonies were a group of people that went around looking for new land. The colonies went to Roanoke Island and one man came back to England to

get more food and when he got there there was a war going on and he had to fight in it and when he came back the place was empty and all he saw was skeletons. The Pilgrims came from England on a ship called Mayflower. They left England for religious matters.

67. The kids had lots of chores like rolling bedding up, serving parents at table, milking cow and many more. They had traveled far to get there. They had tons of hardships. They had lookouts to see if new ships were coming. They kept diaries and that's how we know everything we know. They came on ships. When they came there was nothing so they built homes, got food, found water and a lot of other stuff. They dressed with black and white. They lived in shacks. The first year was hard but after that it was OK.

68. Roanoke Island disappeared and we don't know what happened. Virginia Dare was the first white child born in the United States. Pocahontas was a girl that saved John Smith's life by stepping in front of the axe. The people that were sent for gold never found it. They named a river after their ruler King James. They also named the fort after him too.

69. What I learned was . . . that Roanoke Island was a colony which disappeared over a couple years. That Jamestown was run by John White (Roanoke had the leader John Smith). Plymouth Mass was settled by many more people than I thought, and it was run by William Bradford. That the people in Jamestown were sent to find gold and found none. That Sarah Morton was a Pilgrim girl who was my age. That John White almost got killed by some Indians and was saved by an Indian girl named Pocahontas. That when John Smith was sent back to England for more food and supplies he had to fight in a war on the way back. That Virginia Dare was John Smith's granddaughter who was the first white baby born in the New World.

70. I learned about: John White. The leader of Jamestown. I also learned about John Smith the leader of Roanoke Island. And about his daughter Pocahontas, and how she saved her father's life. I learned about the Pilgrims and their Indian friends. I learned about the 13 colonies. [At this point she finishes with a box labeled " New England colonies" containing the names of these four colonies and another box labeled "Middle colonies" containing the names of those four. Nothing is said about the southern colonies.]

Test Data

The data from the test that Mrs. Lake administered during the unit (Figures 6 and 7) provided reassurance the students had learned basic information. More than half of the students got perfect scores on the test, and most of the rest had only one or two mistakes (typically mixing up two of the matching items or either mixing up or failing to complete one of the Jamestown vs. Plymouth comparisons). Students' answers to the comparisons typically focused on reasons for coming to America (find gold vs. religious freedom), laws (House of Burgesses vs. Mayflower Compact), Indian helpers (Pocahontas vs. Squanto and Samoset), how the group got to America (the three Jamestown ships vs. the Mayflower), or the year that they came (1607 vs. 1620). Because the items did not call for explanations, the students' responses did not reveal either the depth of their knowledge or the extent of any misconceptions that they may have harbored.

Interview Data

Data from the six students who were interviewed individually are given in Appendix A (pre-unit interviews) and Appendix B (post-unit interviews). These interview data cover a greater range of issues and go into considerably more depth than the KWL data, but they suggest the same general picture. That is, the students mostly communicate understanding of the key ideas and knowledge of the related basic facts that Mrs. Lake emphasized in her teaching, but their statements vary considerably in completeness, sophistication of thought, and frequency of mistakes or misconceptions. The students' knowledge (especially that of the low achievers) is focused on the details of the stories that Mrs. Lake told and is personified around the motives and actions of the key individuals in those stories, rather than being represented in the form of generalizations about colonies, the colonists, and life in colonial times. It also tends to be relatively isolated knowledge, connected only to what the students have learned from Mrs. Lake in previous units on the Native Americans and the explorers. The students do not know much about what was going on in England or other parts of Europe at this time; they are unsure about information that was mentioned but not emphasized during the unit (such as the numbers of colonists who had come to America by various dates); and they usually know little or nothing yet about the Revolution or the founding of the United States as a nation. These trends further validate Mrs. Lake's perception that her students enter fifth grade with only very limited and sketchy knowledge of American history, and they exemplify her statement that she spends much of her time developing initial ideas in her students about key events in American history.

Work Sample Data

Appendix C contains transcriptions of responses to the KWL sheets and to several key writing assignments made by the six students who were interviewed before and after the unit. These work sample data reinforce the same trends already noted for the KWL, test, and interview data. The contrasts between the written work (especially the Jamestown journals) and the interview responses are interesting as examples of the different kinds of information that these two formats elicit. Unconstrained by writing format demands and assisted by interviewer clarifications and probes, the students typically communicated considerable knowledge (as well as some misconceptions) in their oral interview responses. Their written responses are much more constricted, however, and in the case of low achievers, are riddled with mistakes in grammar, spelling, and writing mechanics. The latter problems limit many students' abilities to communicate what they may know through written responses to questions on tests and assignments, especially if they have to work under time pressure.

Besides being useful as information on the degree of success that Mrs. Lake has achieved in teaching her students, these various forms of data on the students are interesting for what they reveal about individual differences in students' general knowledge, specific knowledge, and interests relating to the content. Tom, for example, is a generally high achiever who has worked carefully and well on the assignments and achieved a good basic grasp of the main ideas. However, he has very little background or related knowledge with which to connect the material he has learned in the colonial unit, and although he participates actively in class, he has yet to show more than casual curiosity about American history content. In contrast, Cathy is a low achiever who is hampered by limited writing skills. Furthermore, she is an indifferent worker who frequently turns in assignments late, incomplete, or not at all. Yet, partly because of discussions of family history held at home, she has more specific knowledge of early American history than most of her peers do. Furthermore, she is very interested in the content, being one of the more frequent askers of questions and initiators of comments during class time. Mrs. Lake is aware of many of these individual differences among her students, and she tries to capitalize on strengths and shore up weaknesses when opportunities arise (e.g., by suggesting information sources or encouraging other follow up at times when Tom displays curiosity or by trying to use Cathy's content knowledge and interests as resources in the process of encouraging her to develop more sense of ownership and pride of accomplishment in working on assignments).

Concluding Discussion

If evaluated according to her own preferred criteria, Mrs. Lake's fifth-grade history teaching appears to be quite effective. She has an unusually clear vision of what she is trying to accomplish that features well-articulated goals and supporting rationale; she has developed and perfected an approach that appears to be well suited to her goals; and data from classroom observation and from student interviews, tests, and work samples suggest that she is generally successful in accomplishing what she sets out to accomplish.

Although with notable individual differences in degree of sophistication, completeness, and connectedness, her students do appear to be learning the key ideas and related basic facts that Mrs. Lake stresses in introducing them to the establishment and development of the United States as a nation. Furthermore, the students also appear to display the affective characteristics that she strives for (interest in the content, engagement in the activities, approaching tasks with a sense of competence rather than anxiety, cooperating well with peers).

Mrs. Lake's teaching also would be judged as exemplary according to a variety of other criteria. First, she exemplifies virtually all of the personal qualities and teaching strategies that process-product research has identified as correlates of student achievement gain (Brophy & Good, 1986). She is extraordinarily good at establishing her classroom as a learning environment in which students spend most of their time engaged in ongoing academic activities. She has developed basic routines that work well and has taught them to the students effectively so that activities get started briskly, transitions are brief and orderly, and very little time is lost getting organized or dealing with disruptive behavior. She presents information with enthusiasm and structures it around main ideas that are emphasized during presentations and followed up using key-word cards, story maps, study guides, and related techniques for helping students to engage in meaningful learning of connected content rather than rote memorizing of isolated facts. She uses an active teaching approach in which much classroom time is spent in whole-class lessons and teacher-student discourse rather than in working silently on assignments; she makes sure that students know what to do and how to do it before releasing them to work independently; she circulates to monitor and assist students as they work; and she frequently allows them to work cooperatively in pairs or groups.

Mrs. Lake's teaching also exemplifies the key features of teaching school subjects for understanding and use of their content (Brophy, 1990a; Prawat, 1989). In particular, she limits her breadth of coverage in order to develop limited content sufficiently to foster conceptual understanding; she organizes this limited content around a few key ideas; she emphasizes the relationships and connections between these ideas; she provides students with frequent opportunities to actively process information and construct meaning; and she develops skills through activities that capitalize on naturally occurring opportunities for students to communicate or apply the history content that they are learning, rather than by requiring the students to work on isolated skills exercises. Her students do not get many opportunities for extended discussion or debate during whole-class activities (where her discourse patterns are mostly limited to review and recitation), but they do get frequent opportunities to discuss in pairs or small groups what they are learning and to write about it when working on assignments.

Mrs. Lake's teaching also exemplifies most of the qualities emphasized by historians and others concerned about effective teaching of history to elementary students (Gagnon, 1989; Howard & Mendenhall, 1982). First, she allocates sufficient time to the subject to provide a basis for coherent curriculum and instruction, and second, she integrates her history teaching with her teaching of other subjects in ways that enhance rather than detract from its impact. In particular, she integrates history with language arts by making assignments that provide students with opportunities for authentic oral or written communication about what they are learning about American history; she situates the historical content within time and space, referring frequently to time lines and maps; and she attempts to connect the information to students' lives by linking it to their family histories, local examples, or current events.

Mrs. Lake "makes history come alive" for her students through her use of artifacts, her own personal story telling, and her reliance on historical trade books in preference to the textbook. Her own personal story telling is memorable both because she frames the stories around interesting people and events and because she tells them with theatrical flair. In the process, she frequently appeals to the students' imaginations by asking for predictions about what happened next, asking them to think about how they might have responded in the situation, or helping them to visualize the scene.

Finally, Mrs. Lake's teaching embodies certain principles that are emphasized by historians and geographers who are concerned about accurate representation of their disciplines to elementary students. Both through her early explanations and assignments and through occasional reminders later, Mrs. Lake helps her students to understand that historical accounts are constructed by individuals who collect and synthesize information, as well as to appreciate that they can act as historians themselves. She also consistently embeds each new cluster of content within the context that she has established through frequent reference to the time line that stretches across the front of her classroom. In doing so, she does not emphasize memorizing of dates but instead emphasizes the general chronology of events and the causal linkages between them. She also brings in relevant geographical and social science content when it can help students to develop understanding of the big picture. These disciplinary elements are introduced informally and in language appropriate to fifth graders, so her handling of the content differs considerably from how historians would handle it when teaching high school or college students.

Nevertheless, it tends to be consistent with current disciplinary concerns and emphases.

Although Mrs. Lake's teaching can be viewed as exemplary by all these criteria, it also can be criticized on the basis of a few others. For example, disciplinary historians, while likely to be pleased by the factors mentioned in the previous paragraph, might be bothered by certain aspects of her content coverage. For example, they might prefer a more complete chronology than Mrs. Lake offered, and they might want to see more things presented as disputed issues rather than as established facts. Those who are especially concerned about content accuracy and disciplinary fidelity also might want to see Mrs. Lake reduce her use of children's fiction and curb her fanciful story telling in favor of greater reliance on actual historical source material or the nonfiction writings of professional historians. Revisionist historians and critical theorists, although pleased with Mrs. Lake's emphasis on the history of everyday people in general and women in particular, would want to see her adopt a more critical, less eurocentric approach to the material.

Mrs. Lake's teaching might also be criticized by educators who favor pedagogical approaches that are not emphasized in her classroom. Those who place a premium on inquiry, discovery, or creative expression, for example, might feel that too many of Mrs. Lake's questions and activities involved repeating or applying ideas that she had told the students, and that not enough of them provided the students with opportunities to conduct inquiry on their own questions or to generate and express their own ideas. Similarly, educators who emphasize reflective forms of classroom discourse, although pleased with Mrs. Lake's emphasis on cooperative learning activities, would want to see less recitation and more dialogue, debate, or other sustained discussion.

Finally, educators who are concerned about challenging students to their limits, especially educators who focus on gifted and talented students, might criticize Mrs. Lake for underchallenging/overprotecting her students in general and her low achievers in particular. Some critics of this persuasion might believe that her expectations are generally set too low--that she structures and scaffolds her students' work on assignments more than she needs to, that the assignments themselves are not as demanding as they might be, or that she should be challenging her students with demanding reading and homework assignments rather than protecting them from them. Others might believe that Mrs. Lake's protective and supportive approach is just what her low achievers need, but would urge her to provide a more enriched or demanding curriculum for her higher achievers.

As I observed her teaching the colonial unit, I was repeatedly impressed with the above-listed positive aspects of Mrs. Lake's teaching, yet also conscious of some of the criticisms. At the time, I felt that some of her oral reviews were unnecessary or too prolonged and that certain of her assignments were too easy. However, I am a well-educated adult, not one of Mrs. Lake's fifth graders. Reflecting on the KWL data and the material in the appendices, I am continually reminded of two key points that Mrs. Lake made in explaining the rationale for her approach: (a) most of this material is new to the students, who do not possess the educated adult's rich fund of background knowledge to draw upon as a context for interpreting it, and (b) some of the students have developed only limited reading and writing skills, so that their content learning and communication opportunities will be severely limited if they are forced to rely solely on these skills, rather than their better developed listening and speaking skills. Consequently, I believe that readers who initially view Mrs. Lake's curriculum as relatively unchallenging should study the KWL data and the material in the appendices before rendering a final judgment.

Mrs. Lake's teaching clearly is exemplary in many ways, and it offers a coherent alternative to the reading-recitation-seatwork-test approach that is built into the materials currently being supplied by the publishers. I have tried to describe it here in sufficient detail to allow educators interested in elementary social studies teaching to judge it for themselves, and if they wish, to imitate or adapt it.

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Appendix A

Pre-Unit Interviews With Six Students

Interviews were done with six students--two low achievers (John, Cathy), two middle achievers (Ken, Mary), and two high achievers (Tom, Kelly). The pre-unit interviews began with some warm-up questions about history and about what had been learned in the previous unit on explorers (not shown here). Then the students were asked five sets of questions about the content of the colonies unit. The substance of each student's response to each of these questions is given below. Responses were routinely probed for elaboration, but these probes and whatever further response they may have elicited have been omitted here unless they yielded some substantive addition to what the student already had said.

1. How did the United States get started as a country? What was it before then?

John. [No response]

Cathy. I don't know.

Ken. Something about the north and the south or something, having a war.

Mary. I don't know. I've heard that all the land was hooked together and then the glaciers came through and kind of shaped it. [Ok, I didn't mean that far back. I mean more like 300 years ago, when the land was there, but the country of the United States wasn't there. What was there?] I guess just a piece of land. Just trees and grass. [Ok. Do you know anything about how the United States got started as a country?] No.

Tom. I don't know. Maybe it was from separate land, how it was kind of growing and it was so large. It would be a state if it was smaller and it had . . . maybe like certain people lived on there and they kept that land for themselves so that was just one land.

Kelly. I don't know.

2. Who lived here back then--who came to America and why did they come?

John. Pilgrims. [Ok, tell me a little bit about them.] [No response] [Where did you hear about the Pilgrims?] It's one of our spelling words. She read us a book. I forgot what it was about. [Do you know where the Pilgrims came from?] No. [Ok, so before we became a country, the Pilgrims were here. Anybody else here that you know about?] The explorers. [Ok, the explorers came. Did any of them stay or what?] I don't think so, I don't know.

Cathy. Explorers and Vikings and Indians. [Ok, let's start with the Indians. Where did they come from? Why did they come?] They were in Iceland and they were walking across the ice bridge. They probably just went there and when it got warmer and the ice bridge melted so they could have been there first. [Why do you think they came?] They really didn't mean to, probably. [Then how did they?] I don't know. [Do you just think they just happened to walk there and that was it, they ended up there when the bridge melted?] Yeah. [Ok, so there were Indians there and you mentioned Vikings and explorers. Who were they, and where did they come from, and why did they come?] They were probably like trying to find some food and they just took their boats and went across and they didn't know about America but they were trying to find food and they probably found some so they stayed. [So they were just sailing?] Yeah. [Where were they from?] Other lands. [Do you know the names of these lands or where they were?] No. [Who else was here then besides the Indians? Did these Vikings and explorers stay or did they just come and go?] The Vikings stayed because the food was there, I think. I don't know. [Anybody else come and stay?] I don't think so.

Ken. The Indians and the Pilgrims. [Ok, where did the Indians come from and why did they come?] Some of them came from Mongolia and came across the ice bridge. [Ok, and why did they come?] Because it was during the Ice Age and they were running out of food so they needed to travel to see if they could find more food. [Ok, and you said the Pilgrims came too. Who were they and where did they come from? Why did they come?] I don't know. [What do you know about the Pilgrims? Where did you hear about them?] I know they came over and then they met the Indians and at first they were kind of frightened but then they got to know the Indians and knew they weren't out to harm them or anything. [Do you know who the Pilgrims were or where they came from?] No. [Was anybody else here back then besides the Indians and the Pilgrims?] I don't know.

Mary. Well, first the Vikings came and they discovered Newfoundland and they just named it that because . . . I don't know why they named it that but then a lot of other people decided to explore and they kept on giving the land names. [Ok, so explorers came and found different places and named them, but did they all go back or did some people stay, or what?] Some people stayed. [Do you know who they were or why they came or why they stayed?] The Indians came across the ice bridge but I don't know if that has anything to do with that. [Well, so there were Indians here.] They came over and then some of the Vikings stayed and probably some other people that explored it stayed. [Ok, do you know any of the names of them?] No.

Tom. I can think of two, like in the last two units. The Indians, they came because it was so cold where they lived or something. Or they needed to find more food. [So there were Indians and they came originally just looking for food. Where did they come from?] Probably from other lands . . . probably if they were coming for more warmth, they were probably coming from the north or far south. [Ok, so there were Indians here. Who else was here and where did they come from?] There were people like Columbus that came pretty much just to find more land to get paid or find treasures or just to keep the land for themselves. [Ok, so there were explorers and others who came looking for riches or whatever.] Or they were trying to find a certain land to go somewhere to meet somebody or something and kind of winded up in another land.

Like Columbus, he wanted to go to India but he ended up in America. [Ok, did he stay though?] I think he probably went back. [Ok, but who were the people who came to stay, besides the Indians?] Probably most of the people who got there were slaves. [So there were slaves here too. They came from where?] Probably other people that were more bad and caught slaves and stuff and they went to explore land and they brought the slaves with them. [Ok, so there were Indians, there were slaves, and there were the people who brought the slaves.] Yeah, but not necessarily Indians. [Any other thoughts on who was here before we became a country?] No.

Kelly. The Indians. They were following food. [So they came from where?] From Mongolia in Russia. [So they came across that way following food?] They came across a ice bridge. [Ok, so there were Indians here. Anyone else?] Vikings came but then they left. [And they weren't here when the country got started as a country?] Right. [So the Vikings came and left. Anybody come and stay?] The Pilgrims. [The Pilgrims. Who were they or what can you tell me about them?] I think they came from Europe and the Indians showed them how to fish and plant corn and they all had a big feast. [Ok, so there were Indians and these Pilgrims who came from Europe. Anyone else that was here back then?] Not that I can think of. [Do you know why the Pilgrims came to America?] Because they were tired of being pushed around. They were like slaves of the king and queen and so they decided to come to . . . they decided to get off there and find some other place to stay. [So they didn't so much come because they wanted to come here, but first they just wanted to get away from where they were?] Right. They didn't want to be pushed around anymore.

3. What was life like for the people back then--how did they live and how was it different from the way we live today?

John. We got better materials so we can build a lot more things than they could back then. [Can you give me an example of what you mean?] They didn't have machines like we do right now. [What did they do back then? How did they spend their time?] The grown ups, most of the time they spent working for money because they needed it back then. [Do you know what kind of work they did?] No.

Cathy. I think it would be pretty hard without any good vehicles to go out that you can depend on. Boats would break down and sink and stuff and when you don't know that, you'd just have to swim. [What about after they got here and got off the boat and were just living here? What was life like then?] I think they had to ride horses or go by foot. That's what I think. I don't know. [That's for transportation. They didn't have the kind we have. What about other parts of their life? How did they spend their days?] In shelter, they would have to build like something really cozy, only one room or something because they didn't have any money. [What did they do all day long, do you think?] I think, like if there was little jobs like for some food or something I think they would work for that because if your family didn't have any food or anything, like they can give you a gun or something to go hunting and so that's probably what the men did all day. But the women could have been growing vegetables and stuff and peeling them and stuff, getting ready for dinner.

Ken. Back then they didn't have cars and transportation like that. They had to use horse and buggies and walk. It was a lot more like that. [What else besides transportation about the way they lived and how it differed?] They didn't have jobs like we did. They kind of had . . . instead of going to the grocery store, they had to go out and pick their own food and grow their own food. I think that's all. [How do you think they spent their days? What do you think they did?] They probably went out and worked in the garden and they probably went to school and just went out and play, the kids.

Mary. They didn't have grocery stores to buy food or clothes or anything, so they had to make what they had, like seeds, planting corn or plants. And they took deer skin and stuff like that to make clothes. They didn't have anything to buy it with. [Ok, so they had to grow their own food and make their own clothes. Anything else about what life was like?] It seems like it would be rougher because they didn't know as much as we do because they didn't have school or anything. Unless they just did some exploring on their own. [How do you think they spent their days?] Well, probably the women stayed home and took care of the children and the men went out hunting and they'd bring it home and clean and make clothes out of it and then they would go get the food, I guess. I don't know.

Tom. It was probably harder to live because they didn't have any grocery stores to go to and they had to make their own clothing and catch their own food and stuff. [Ok, how do you think they spent their days?] Probably it also could have been easier because they didn't really have to go to work or anything. They probably did but not like, they didn't have to go to the gas station or whatever. [So they didn't have the kinds of jobs we have today. Anything else about how they lived then or how it differed from now?] It was probably different because they had to go on horses but after a long time they didn't really have horses. They always had to go on foot. You know, like traveling, it was longer to travel.

Kelly. They didn't have much money. They worked for like maybe a dollar a day or five cents an hour or something. They didn't earn much money and they didn't have much. I think they had transportation, didn't they, do you think? [What do you think?] I really don't know about that. [How do you think they got around?] By horses and carriages. [So they had that.] Bicycles. [How do you think they lived their everyday lives?] Working, trying to earn money. [At what kind of work?] Maybe like the mothers would be cleaning the houses and washing clothes and the dads might work at a company where they built stuff and trying to earn money like that.

4. Who owned the United States then? What country was in charge or running it?

John. England. [England. How did you know that?] My mom told me. [Can you tell me anything more about that?] I think whatever they told our people to do, they had to do it or they would get killed or something. [Ok, so they were in charge. By "our people," you mean the people that were here?] Yeah. [Pilgrims?] Whatever England, the one that was ruling the United States at the time, whatever they told us to do, we had to do it. [Right. Do you have any sense of who "us" was besides the Pilgrims?] . . . maybe Indians.

Cathy. No one, I don't think. I don't think no one did because they probably didn't have Presidents or anything back then. [That's right. Did they have any kind of government at all? Was anybody in charge?] No, they just ruled theirself and just like had that for their family and they couldn't go past those rules. [Do you know anything about how it changed from that to becoming a country or a government?] No.

Ken. I don't know.

Mary. I don't know. I've heard that France and Europe and places like that have given us stuff but I don't know who owned it.

Tom. Columbus worked for Spain so when he found the Bahamas they probably . . . so the King and Queen of Spain probably owned the Bahamas. [Ok, but what about Massachusetts and Virginia and Pennsylvania? Do you know who owned those?] I don't know because we haven't heard about states yet.

Kelly. I don't know.

5. The United States was an English colony then. Have you heard that word "colony?" What do you think it means? What is a colony?

John. No. [Do you know what it means?] No, but I've heard of it.

Cathy. I think it's like a country but that another country owns it or something.

Ken. Like a big piece of land that's kind of like their own little world that they live in.

Mary. The land? . . . I don't know.

Tom. It's probably like a smaller land than a country because they probably called it a colony because they didn't know how much land there was.

Kelly. I don't know.

Appendix B

Post-Unit Interviews With Six Students

Following the colonial unit, the same six students were interviewed again. The questions and their responses were as follows.

1. What did you learn about the colonies that was important for you to remember? Why is it important?

John. How the people came over to start the United States. They came over by slavery, for a better life, and for money I think.

Cathy. Well, I thought it was important that I knew there were 13 colonies. I think it's important because . . . I just think it's important. [Any other things that you thought were important to remember?] Well Virginia Dare was the first baby born on Roanoke Island. [How come you picked those out of all the things in the whole unit as the things you thought were important?] I don't know. I just thought those were important.

Ken. How they divided the colonies with the Appalachian Mountains and the different groups like the middle and New England colonies and the southern colonies. [Out of everything you learned, how come you picked that as important?] It might come in later grades and you might need to know that for a map or something. [Anything else you thought was important to remember?] Probably all of it was important.

Mary. That they started America. And there was a couple of reasons they came--for money and slavery and religious freedom. [Any special reason why you picked those things out as the important things to remember?] No. I just liked those.

Tom. Well, the sheet that we had to do for KWL, I found out a lot of things that I've learned. I thought a colony was . . . I thought America was a colony. I was wrong. A colony is like a smaller part of a country that is owned by another country. That's mostly what we learned about is colonies. [Why is that important?] It's probably important to know what a colony is. I don't know. [Ok. Anything else you learned during the unit that you thought was important to remember?] We had just gotten through learning what a frontier is and a plantation. A lot of it's about living in a new place and how to survive and stuff.

Kelly. That Roanoke Island was a colony but now they consider it a disappeared colony because when John White went back to England he had to fight a war and then he went back three years later and everybody was gone but Virginia Dare was the first white child to be born on an English colony and that there was a word carved on a tree, I think it was Croatoan or something like that. And that there were three different reasons why people came to the colonies and they were slavery, a better life, and religious freedom. [Any special reason why you thought those were the important things to remember?] She said it might be on the test. [Ok. Any other reason because you picked those two things out of a whole lot of things. I was just wondering whether you thought there was something special about those two things.] Probably because it had a lot to do with the colonies and the Pilgrims came for religious freedom and Jamestown people came looking for gold for their Virginia

Company and the Pilgrims wanted to get to Jamestown but a storm hit the sea and they got lost and they went to Plymouth.

2. What did you learn that was surprising to you?

John. Well, when they came over for slavery. I didn't know they came over for slavery or anything. [You didn't know about slavery at all?] I knew about slavery but I didn't know they came over here for slavery and I was surprised that the houses that they lived in were like dog houses. That's what Mrs. Lake said. [What was it about that that was surprising?] I just thought it was surprising that they came over here for slavery. [You think they wanted to come for that reason, you mean?] No, they didn't want to. [Ok, how did they happen to come?] Some picked some other men out and made them be slaves, made them do everything on the ship.

Cathy. I thought America had each little colonies and stuff and there's only 13 of them. [You thought that each state was one of the original so you thought there was 48 or 50 and you found out there was only 13?] Yeah.

Ken. About how Roanoke Island disappeared. I thought that was kind of weird. [Yes, that's a mystery. What else was surprising?] That Pocahontas saved John Smith's life. [Why was that surprising?] Well, it seems like usually they'd want to kill them.

Mary. That they came over because of slavery. I didn't know that. [Ok. What, you just thought that black people came over just on their own, same as white people?] Yeah. [You didn't know about slavery at all?] Well, I knew some about it but I didn't know that's why they came over, just a place to live.

Tom. About learning what a colony was and also some particular things that I thought was surprising was about how in Roanoke Island, how the people disappeared. It's a mystery and nobody really knows unless somebody's keeping it a secret.

Kelly. That Roanoke was a disappearing colony and that next year she might be able to have an assignment so the kids can write a story about what might happen next, add a conclusion. [Anything else that was surprising?] That the people that worked on the plantations took ships over to Africa and brought black people back and made them work for nothing. [What did you think before?] That if they did come over, they were slaves but they'd work for a little bit of money because the plantation owners had so much.

3. What would you like to know more about?

John. No.

Cathy. No.

Ken. I'd kind of like to know more about the plantations and the frontier where that guy made the log cabin out in the woods. I'd like to know more about that and study that a little more. [How come?] Well it seems interesting because they're all in the same area but they're so much different.

[Different lives. Anything else you want to know more about?] Probably more about Roanoke Island, how it disappeared because I liked that.

Mary. [after lengthy pause] No.

Tom. Not really.

Kelly. Maybe like what happened in the three years that John White was gone on Roanoke Island.

4. How have your ideas about the colonies changed because of what you have learned?

John. No.

Cathy. I don't know.

Ken. I think before I said the colonies were like when two people got together and they had a war, that was like a colony. But now I figured out they're states but they called them colonies before states. [Are there other things that you found out you were wrong about?] When I first heard about when they went to Jamestown, when she first said we're going to study it, I thought they went over there just to live and nothing else happened. But I found out they went over there to look for gold and they started living there. I don't know. [Any others that just come to mind?] Almost everything changed because at first I didn't know a lot about it. [So a lot of it was just new to you.] A lot of it was just guessed.

Mary. No. I knew it was land but I didn't know it was owned by a different country. Just England is the one we studied about and I didn't know there was just those 13 of them--colonies. [You thought it was the whole 48 or 50?] Yeah.

Tom. I thought it was surprising to me that what a colony was. [What was it that you thought it was first?] I thought it was like a country.

Kelly. Not really because in KWL in the beginning I just put that I didn't know anything.

5. Back before the United States was a country, who lived here? Who came to America and why did they come?

John. Like in Plymouth, Pilgrims came. [Where did they come from?] England. [Why did they come?] For religious freedom. [What does that mean?] They wanted to worship what they wanted to worship and not what King James wanted them to worship. [So one group was the Pilgrims and they came here for that reason. Who else came or was here?] Jamestown, they came to find gold but they didn't. They found Indians instead. [Right. Where'd they come from?] England. [So they came from England too but they came for different reasons? Who else came over here?] The Roanoke Island people came for a better life. [And where'd they come from?] England. [Ok, who else? You mentioned the slaves before. Where'd they come from?] I don't know if it was England or France. Probably England.

Cathy. Settlers came because . . . well I know the Pilgrims came for religious freedom. [What does that mean, by the way?] Like the boss of the Pilgrims, they had to go at one church and they didn't want to and so they went to Plymouth for religious freedom. [So it means they can go to the church they wanted to go to.] Yeah. [Ok, so there were Pilgrims here who came for religious reasons. Who else came or was here?] The Jamestown people. I don't know what you want to call them. [Ok, let's just call them the Jamestown people. Where did they come from and why did they come?] The came from England and they were looking for gold for the Virginia Company. [Ok, so they came looking for money or gold.] Yeah. [So there were at least two groups for those two reasons. Was there anybody else here or people who came here from elsewhere?] I can't remember. [Was there anybody here before the colonists came?] Probably the Indians. I don't know. [Ok. Do you know anything about the slaves?] Yeah. [They were here too?] Yeah, they had to be. [How'd they get here?] They were shipped over here for slavery and they got sold to people. [So they didn't come, they got taken.] Yeah. [Quakers, have you ever heard of them?] I don't know.

Ken. The Pilgrims came for religious freedom. [Where'd they come from?] England. [What does it mean to say they came for religious freedom?] Back where they came from, the ruler wanted them to have go to his church and worship God the way he wanted them to. Then they just wanted to go off and do what they wanted to. [Who's he that wanted them to do it his way?] The ruler, the king. [So the Pilgrims came from England for religious reasons. Who else came over here to stay?] The people from the Virginia Company, they came over for gold. [And where was the Virginia Company?] In Virginia. They went to Jamestown. [Where'd those people come from?] I don't know. [long pause] I forgot. Was it from Virginia? [No, because Virginia's in the New World, so they came from somewhere else in the Old World.] Did they come from England? [Yes, they did. I guess you didn't realize that. The Virginia Company was in England and they sent people to the New World looking for money for the company. So they both came from England but for different reasons. That's two groups of people. Who else came over here or was here?] The slaves. [Where did they come from?] I read about this in my social studies book. Was it Spain? [It was Africa.] Oh, yeah! [But why did they come or what does it mean to. . . ?] They came over for a better life, like for shelter and stuff. [What does it mean to be a slave?] They had to work for somebody if they wanted to or not. They didn't have to but if they didn't they wouldn't have shelter or food. [Isn't that true of most workers?] Yeah. [What I'm getting at is, what's the difference between a slave and just a regular worker?] The slaves had no choice. [Why not?] Because they would die. [Well, wouldn't a regular worker die if they didn't work?] Yeah. [I don't think you got to this much yet but I'm just trying to see what these words mean to you and what you know and don't know about them. You're going to learn more. So do you know or can you think of a difference between a slave and just a regular worker?] No.

Mary. The Indians came here. They came here across the ice bridge--I remember that--looking for food but other than that I don't know what else they came for. [Ok, they were here and they came that way. Who else came then?] Let's see if I can remember. Vikings came, that was before the Indians. Just a couple of them came and they found that island. [Did they stay or did they just look around and go home?] I can't remember. I think they just stayed for a little while and then went home. [Ok, who came and stayed besides the

Indians?] The Pilgrims came and stayed. [Where'd they come from and why did they come?] They from England. They came because of religious freedom. [What does that mean?] They wanted to worship God in their own way. [And they couldn't do it in England?] Right. They had to go to their church. [Ok. All right. So Pilgrims came for religious freedom. Is that all the people that were here or were there more people here eventually?] There were more people here eventually. Some people came for money, just to look for gold cause everybody thought since everybody else was going for different reasons, I guess they thought maybe there was gold or something over here. [So people came looking to get rich.] Right. [And where'd they come from?] They came from England too, most of them. [Anyone else come over here?] Well, a long, long time ago, Columbus came. [Yeah, I know. I meant once the people started coming to stay. We had Pilgrims coming for religious reasons, you had people coming for money. Any other kinds of people who came or reasons why they came?] The people that came to work on the plantations. [Where'd they come from?] Oh, golly. We just learned about that too. I think it was Africa. [Did they have a name?] Yeah, it was the slaves. [How is it that they came over here?] I don't know how they got here but they came because they needed shelter and the food. [They didn't have that in Africa?] I don't know. Maybe. [Do you know why they were called slaves?] Cause they had to work for the people. Besides that, I don't know. [I was just wondering what the difference was between them and other people who came over and worked who weren't the owners.] I guess maybe they're people that have to . . . I don't know. I guess that's one of the things I would like to hear about more.

Tom. Probably Indians. They came for food or something. I know about the ice age and how the Indians came . . . I was trying to remember what it was. [Ok, but the Indians were here. They'd come basically just for food. Who else was here or came here to stay?] Probably a couple years later was when the Pilgrims came. [Where'd they come from and why did they come?] They came from England and when people came to Jamestown . . . [You said they came from England, right?] People from the Virginia Company in England sent some people, some men to find money and gold and they landed in Jamestown. That was a colony. They didn't find any gold but they liked it there. [So they came from England for that reason.] Then the Pilgrims heard about it and they came over and they tried to go to Jamestown but a storm came and they went up in the water and landed in Plymouth, Massachusetts. [And who were the Pilgrims and why did they come?] The Pilgrims were people from England and they came to join the new colonies and they came for religious freedom. [Anyone else who came over?] I can't think. I know there is because I read it in my social studies book but I can't really remember, but Roanoke Island, John White he went back there and all the people there. He went back to get supplies and stuff and more people. He came back and nobody was there. [So all these people were coming from England or were they coming from elsewhere too?] They were coming from England. [Anywhere else?] I can only remember Plymouth, Massachusetts and Jamestown, Virginia. [Do you know anything about the Quakers?] Yeah. They came to the 13 colonies and they came to the middle colonies, I think. [Do you know who they were and why they came?] No, I don't. [What about slaves?] Oh. The slaves, they kind of wanted to come over so they could be fed and have shelter if they worked. [Where'd they come from?] I think the slaves might have started when they came to Jamestown to help look for gold. I don't really know. Maybe they were some that failed and they made them slaves. [Ok, so you know they were slaves but you're not sure who they were or where they came from. What do you think a slave is or what's that word mean?] Slavery means for somebody to work for you like doing hard work for you and you don't have to do anything. Sometimes kings have slaves or something. [What would be the difference between a slave and a regular worker?] A slave probably had to do work for nothing. I don't know. Oh. I know. The slaves, they don't get paid or anything. They don't get anything for doing work. [Why would one person be a slave and another be a regular worker, then?] I don't know if they would but maybe a regular worker would be one of the good people that do good work and stuff and they deserve to be paid.

Kelly. New England colonies came for religious freedom, the middle colonies came for gold, and the southern colonies came for . . . wait, the middle colonies came for gold, the southern colonies were the ones with all the slaves working on their plantations and the New England colonies were religious freedom. [So different people came for different reasons.] Right. And the three countries were France, England, and Spain. [I wasn't thinking about the countries so much as the actual people who came here. Was there anybody here when they came?] The Indians. [Ok. So new people came and some came for religious freedom. What does that mean?] It means that the Pilgrims had to go to one church or the England church and they couldn't go to any other church that they wanted to so they decided to leave and they wanted to go to Jamestown but the storm hit and when they went to Plymouth, they started a new church and anybody could go there. [So being able to have their own church and not be forced to go to the English church.] Right. [Ok. And the people who came for gold?] They were looking for money. [Ok. And the slaves. How did they happen to get over here?] They came over here by force. They were pushed over here. They didn't have a choice. They were taken away from their home over to the New World. [Ok, so there were those three groups. Any other groups that were here that you know of?] I can't remember any. The Quakers, I remember that one but I can't remember what it means. [Know anything about them? Do you know why they came?] I can't remember. [Ok. Any others?] Not that I can think of. [What countries did these people come from?] France. [Who came from France?] Up in Canada. [Ok. But what about in the colonies, what countries did they come from?] England. [Where did the slaves come from?] Africa.

6. When they got to the New World they lived in colonies. What does that mean? What are colonies?

John. A small group of people. They come to the new land but still keeps its . . . its part where they came from. If you just want to go on and have a better life, you can go to Jamestown but you can still be from England.

Cathy. When a country owned part of a like a little town or something.

Ken. It's like a state but they didn't call them states. They called them colonies. [What does that mean, though, to be like a colony?] It's a piece of land that people live on. [Ok. Anything else?] No.

Mary. They're land that is owned from a different country and they have the country's flag on it and the people that come from a different country for a different reason.

Tom. The colonies are a smaller part owned by a bigger country.

Kelly. They're a piece of land but the people come from England and they live on that piece of land but the land is still England's.

7. Why were they English colonies? Why did they belong to England instead of some other country?

John. Because England had the most explorers. [But other parts of the new land were claimed by other people, so how is it that these particular colonies were English?] They all came from England. [What do you think would have happened if that ship headed for Jamestown had gotten blown south and ended up in Florida? Would it still have been English or what?] Like if they put the English flag in Florida and Spain was already there, it would be Spain's but if England was already there before Spain it would be England's. [So had somebody been to Virginia and Massachusetts before these settlers and Pilgrims came or what? Do you know?] No.

Cathy. Well, they came over here from England so I guess that's how. [Was it English territory before they even came or what?] No. [So, what if instead of landing in Jamestown, they'd landed in Florida?] They would just say . . . they ought to call it Jamestown cause they named it after King James or whatever his name is. [So it was an English colony because these people were English. Why couldn't they just say "It's our land. It's not England's. It's ours."] Well, cause King James wanted more people from England to go there. [So he was sort in charge, then?] Yeah.

Ken. Because England was the one who put their flag on it. [Was it at the same time or did the English do that before the colonists ever came over?] When they started to come over, didn't they put the flag on it? [Ok, but was it English land even before the colonists got there or only afterwards or what?] Afterwards? [Suppose that instead of landing in Jamestown the ship had blown south and ended up landing in Florida. Would that still be an English colony or what?] Probably. Cause they found it and they were . . . they weren't there first though. If somebody else was there and they already had their flag on it. [That's why I was asking because the Spanish were there first and they were claiming it.] Well, then I don't think so [i.e., he doesn't think it would be an English colony] because they'd just be over where the Spanish were. [How come when they got to Jamestown, it was an English colony?] Cause they were the first people there.

Mary. Because the people that came to these colonies all came from England and they had to carry the flag. [Were they English colonies before they got there or only after they got there?] After, I think cause they had to name them and everything when they got there. [Ok, these people that landed in Jamestown, what if they had blown farther south and landed in Florida?] That would have belonged to somebody else. That would have belonged to the Spanish, is it Spanish? Yeah, Spanish. And then they would have to go by their rules probably. [Well it sounds like these things belonged to somebody before the colonists even got there.] Yeah. The explorers. [What about that?] Well, I guess since the explorers started exploring they found some of that land. I don't know if they found any of the colonies but one of them found Florida. I think it was Ponce de Leon. [So it was Spanish because of that?] Yeah, he carried the Spanish flag, I think. [Why were these 13 colonies, why was that land English?] Because the people that came over, they came from England and they carried the flag. [It wasn't English before they got there?] I don't know.

Tom. Because England discovered it. [When was that? I mean before these colonists came over or when?] Oh, yeah. They discovered them and they came back and other people were sent over and stuff to live there. [So it was English territory before the colonists even came over?] Probably not. They probably had . . . yeah, probably, they probably set their flag on the land. [Who?] The English. [Why was it an English colony instead of French or Spanish?] Because the English discovered it. [What if they had blown south and landed in Florida?] It would be English if the people were English.

Kelly. Because when the people came over, they still belonged to England so they kind of claimed it for England but they could put up their own churches. [Ok, it sort of belonged to England before they ever got here, right, before the people came to Plymouth?] When the people came . . . Oh gosh, it's hard. England owned the colonies. [How did England get to own the colony?] The people came from England. [The colonists or other people?] Yeah, the colonists. [So nobody came here before the colonists got there?] Right. They didn't know that Indians lived there. [What if instead of landing in Plymouth, they had landed in Florida?] Then they would claim that for England. [The people who landed in Plymouth?] Right.

8. What about the Indians? Didn't the land belong to them? . . . So how could the English claim it?

John. Fighting. It was like a war.

Cathy. They were probably somewhere else like in California and stuff. [So you don't think there were any Indians around Jamestown or Plymouth?] No. Well, Plymouth, yeah, because Squanto and I can't pronounce that name, but they helped them plant and stuff, taught them how for the winter and stuff. [Ok, so there were some Indians there, and they were friendly, at least those Indians were but it seems to me, though, that the English just sort of came and said "We're claiming this for England," but if there were Indians already here, how could they do that?] They would probably say, "Hey, we could send you back over to England and you'll find out that King James will make it our land." Probably, I don't know. [So you think King James was able to tell everybody what to do?] Yeah. [Why do you think that was?] Probably because he was the king. [He was 2,000 miles across the ocean, right? He wasn't here in Virginia. The Indians were here and the settlers were here. So how did King James . . .] He told them before they left and stuff.

Ken. I guess they just kind of came in and took it away from them. [The English did?] Yeah.

Mary. I don't think they actually knew they owned it. They just thought they were there. [They didn't know they owned their own land? Is that what you're saying?] I don't know. I guess they knew they owned it. I don't know. I don't think they thought of it like that, though. [The Indians didn't think of it like owning it but the English did?] Yeah. [How could the English just come and claim it with the Indians being there?] I don't know but the Indians did fight. They didn't like the people being there. [Ok, so the English didn't just claim it, they had to fight for it sometimes.] Right.

Tom. The Indians didn't really know it was a new land or not. When the Indians crossed the ice bridge, they didn't even know they were crossing the ice bridge. They thought they were still on the same land. They didn't even know that it was any special land. So when the English came over, it was their land claim because they knew it was a new land. [But even if they didn't know, how could the English claim when the Indians were already there?] They probably made friends with the Indians and maybe they shared the land.

Kelly. The Indians, they didn't know what was going on. All they knew was that more people were coming so when either John Smith or John White, I get them mixed up, but one of them was out hunting looking for food and water and some Indians captured him and they were about to kill him and Pocahontas, she was one of the members of the Indian tribe, she saved him by saying no, don't kill him and when a girl of the tribe does that, the chief's daughter, then she becomes like the princess, you know, and then I can't remember, John Smith or John White. [I'm still trying to figure out though, if the Indians were here, was it not their land? Who owned the land, then?] That's a hard question.

9. Tell me something about life in the colonies. For example, how was life in the colonies different for these people from the way it was back in England?

John. Rough. [Tell me more about it.] They already had houses where they came from. Here they had to chop the wood and put it all together and they had to get their own food which they didn't have much of.

Cathy. Well in England it could have been real crowded and stuff and like in Jamestown, it was kind of little and stuff. [So there'd be a lot more people.] Yeah. [Any other kind of differences?] Well, the settlers had never been in winter without any shelter but on the first winter I think some people died. [So that wouldn't have happened in England because what?] They had shelter. [How come they had it in England and not in the New World?] Because takes some time before they can build a house.

Ken. Back in England they had to do what other people told them to do. Like their religion. They just came out here and they were free. [Ok. They had religious freedom. What are some other differences between lives in the two different places?] Over in the new land they had to build their own buildings and . . . I don't know.

Mary. Well, they had to build their own houses and they had to make their own clothes and stuff. They couldn't go to a store and buy it. [Ok. That's all true. Other differences between the colonies and England?] They had to grow their food. They couldn't go and buy it. They had to make their own laws.

Tom. Back in England, that was probably already built and probably things were used up like maybe there wasn't enough room or something and maybe they meant to discover a new land. Maybe they came to find new gold. [Once they got here, though, how was life, everyday life, different in the new land compared to everyday life back in England?] There was probably more food because nobody had been there yet except for the Indians. [More food in the new land?] Yeah. There was probably more places to live and stuff. [What do you think it was like in England at that time?] It probably . . . they probably did a mistake and it was all changed and back in England maybe it was worse than it used to be like nobody cared for it because they all left it and they all came back to the new land. [When they got to the new land, did it look like England or were there differences? If you were walking around Jamestown would it look just like London?] Oh no, I don't think it would because nobody had been there yet and the Indians were probably friendlier because they came from Canada and they were probably . . . there weren't any log cabins or anything or plantations. It would probably be different than back in England. [What would be back in England?] Already plantations and log cabins and everything. And they liked it here because there was probably trees to build log cabins and stone to make the bricks for plantations.

Kelly. I think it was different because they had to live on their own and when they lived in the country, England, all the buildings were already set up and they might have to put up new ones but they had grocery stores where they could buy their own food and there they had to grow it. It was a lot tougher. I can't remember how many men came over but 60 men survived. [Can you tell me anything more about how it was similar or different between living in England and living in the New World?] Before John Smith became part of the Indians' tribe and they helped them, it was a lot tougher because maybe they captured more men and they didn't have food to eat and they didn't know how to grow the crops. [How come they didn't know that? Didn't they have crops in England?] Yeah but some of them might not have worked on a farm and they might have had other people do that and they couldn't grow types of food because of rocky soil.

10. Jamestown and Plymouth were two of the first colonies. How were they alike and how were they different?

John. At Plymouth you had to sign the Mayflower Compact and at Jamestown you they had a House of Burgesses. [Right. Is that a similarity or difference?] A similarity. It's like the Constitution. They signed it and everything like that.

Cathy. Well the Pilgrims were going to go to Jamestown but a storm blew them over to Plymouth so that's why they didn't go there. [Was life the same in both places?] Kind of, because in the winter people died. I think I can remember that. [Anything else? Were the people the same?] No, I don't think so. I know the Indians weren't. [I don't mean exact same people, but I mean in general were they the same or were they different in some way? Between the two colonies?] I don't think so. [Ok. Anything else about Jamestown and Plymouth?] I know Jamestown had a House of Burgess. [What was that?] It's where laws are made and the Mayflower Compact was a rule that they wouldn't fight or anything. Like if Jamestown wanted a house for them and not for the government, they couldn't say "Hey, we can build our own house," and stuff like that and then they would have to act nice and not ruin anything that the settlers built.

Ken. One of the reasons they were different is because they were different groups of people. One was Pilgrims and the other was . . . I don't know what the other was. [Just think some more about what you learned about those two different colonies and ways that they would be similar or different.] They came over on different ships. One came over on the Mayflower and the others came over on the Godspeed, Susan Constant, and Discovery and . . . [Were the people different? Were they different kinds of people?] I guess they were the same because they were both trying to start their new land and they kind of had quarrels and everything but the Pilgrims didn't have as many quarrels because they signed the Mayflower Compact before they could get on the land where the other people, they had fights and then they decided to do it. So the Jamestown people probably went through more problems.

Mary. Well, they were different because the people from Jamestown got sent by the Virginia Company and the Pilgrims from Plymouth, they came over for religious freedom cause they wanted to. They were trying to go to Jamestown, though, but the wind blew them up to Plymouth. [So they were different for starters, because of why they came. What else about those two colonies? Why are they different, or similar for that matter?] They're different because the Pilgrims had to sign the Mayflower Compact before they even got off the ship or they had to go back. After the Jamestown people fought, the leader, I think it was John Smith or John White. After they started fighting, he decided they needed a place where they could make the laws. They had to make the House of Burgesses where people would go in and they would decide on laws. [You mentioned they were blown farther north to Plymouth. What difference did that make? Any as far as life in the two colonies?] Well, they both wanted to go to Jamestown, that's a similarity but one got blown up so they couldn't go to Jamestown. [Right, so they were in different places. Did that make any difference, that one was up here and one was down there?] Just the reason they came. [Was life the same every day in the two different places?] No. Wait. I don't know. They both had to work hard and make their own things and grow their own things. That's a similarity.

Tom. They were alike because probably the same reason--cause there was nobody there and they could build more log cabins and plantations and stuff. [So they were alike because they were just brand new undeveloped places. Are there other ways that they were alike or that they were different?] This probably doesn't have anything to do with it but it was probably different because they came there for different reasons. [Which were?] Religious freedom and to find money and gold. [Any other similarities or differences between those two colonies in terms of what they were like and who they were or what everyday life was like?] Probably in Jamestown it was harder because they didn't think they needed any rules or anything and I read about that and then after awhile they made the House of Burgesses and after the Pilgrims had heard about that in England, they came over and they signed the Mayflower Compact before they got off the ship to do work and everything in order to have shelter and food. So maybe some of the Pilgrims had slavery too.

Kelly. The people that went to Plymouth had religious freedom and the people that went to Jamestown were looking for gold but they couldn't find any so they . . . the people in Jamestown, a whole ship of men went over and 60 of them survived, but they weren't different because maybe, Jamestown could grow maybe beans or something and in Plymouth they could only grow something like corn. [Why would that be?] Because Plymouth had rockier soil and Jamestown had smoother soil.

11. Most of the first people who came to the colonies lived near the water--either right on the seacoast or on rivers. Why was that?

John. Mrs. Lake told us if they lived by the water they were wealthy but if you didn't, you had to work harder to get things. [I was just wondering why those first people, though, lived right on the coast or right on the river.] They were like settlers. They just came there. They didn't know there was land way back up in there. [Ok, so they just stayed where they landed at first, is that what you mean?] Yeah, at first. [Any other reasons why they would stay by the water?] Maybe to get fish and stuff so they didn't have to walk a long ways to get it and go fishing.

Cathy. Well, because where they landed they didn't want to walk and leave their boat.

Ken. Because they needed water to drink. [That's one reason.] They needed to take baths and stuff in it.

Mary. I don't know. I guess when they came they just landed on the edge of the land and they got off and they were near the water and for awhile all they had was salt water and then their Indian friends came and helped them find fresh water. [Why didn't they just move in right away and get away from that salt water?] They didn't know.

Tom. They probably stayed on the coast or rivers for water or something or maybe they didn't know how to build log cabins and stuff and they probably used clay from the wet dirt cause it has to be kind of wet in order to make clay in the dirt to make the log cabins stay and stuff. [Any other thoughts about that--why they would be near the water?] Oh, yeah. To grow food like corn and stuff. They needed water to grow it and stuff.

Kelly. Because if they lived like past the mountains, the mountains had a border and if they climbed over the mountains and they didn't find a stream then they couldn't survive without water. They'd dehydrate. [Ok, so they had to be near water for survival. Anything else about why they were near water?] To bathe themselves. [Anything else?] Not really. To wash their clothes in.

12. Later, some people moved inland to the frontier. How was life on the frontier different from life on the coast?

John. On the plantation you had slaves to work for you. You just lived in a real big mansion and stuff and in the frontier you had to go out and build your own houses and your house would only be as big as their living room. [Ok, so you had to build your own house and it wasn't very big. What else about life on the frontier? How did they spend their days, do you think?] Working. Like growing vegetables and stuff.

Cathy. There was completely all woods. There was no little spot so the men in the family had to chop down trees and stuff and then build a house out of those trees where they cut off all those trees and made a spot for the house. [Do you know anything else about the frontier and what it was like living there?] I know they would have a little goat or cow for milk and some vegetables and a little garden in the yard.

Ken. On the coast, the people were rich and they had slaves to do all the work but out in the frontier it was like he had to make their own houses and they had it rough. Out by the ocean, the people had like that one plantation we looked at, he had one of the biggest tobacco fields and he sold his crops but in the frontier he just made them for himself. He didn't sell them. He made them for him and his family. So life was harder in the frontier.

Mary. Well the people on the coast were richer than the people that were on the frontier because the people that lived in the frontier there was just maybe one guy to build the house and their wife and their kids and he had to make it out of trees and stuff and they were lucky if they had a fireplace and they grew just enough food for them. The ones along the coast had slaves and people to do everything for them and they had mansions that were built out of very expensive bricks that were handmade by some people. [Any thing else that was different about life in the two places?] One had more things than the other, I guess. One had more money.

Tom. It was probably harder for them because they probably had to use goats or something for something to drink like milk. It was probably harder for them to grow crops because they had to wait for it to rain. [They didn't on the coast?] They didn't have to wait for it to rain because they already had water. [What else about life on the frontier?] I can't think of anything. The weather was probably really bad because it . . . I don't know. [Did they live in big cities or plantations or villages?] No, they didn't. It was probably a log cabin a couple miles from each log cabin.

Kelly. There was only like a family moved out in the frontier and they had to cut down trees to make a space and they had to build their own houses out of logs and the plantations, they could make it out of bricks and if they were lucky, they could get bricks and build a brick chimney but most of them didn't have any and they had to grow their own crops. [Where?] They could have like a big field full of crops because of the trees and if they cut them all down it would be hard work. [You're talking about the frontier now, right?] Yeah. [Any other comparisons between life on the frontier and back along the coast?] They had a smaller area to grow their food and only like maybe one family or maybe four or five people could live in one log cabin because they couldn't grow as much and they couldn't feed as many people as they could on the plantation. The log cabin was only one room and the plantation had maybe 30 or 40 rooms.

13. England owned the colonies, but the people who lived in the colonies still had to run their everyday lives. How did that work? Did they have leaders, or rules, or laws, or what?

John. Yeah. They had leaders. In Plymouth, they didn't have a leader; they had a governor. It was William Bradford. And John White and John Smith and I think Pocahontas. She was a princess. [How did they make decisions or govern things? Were there rules or laws?] They had a place where they made rules and laws. The House of Burgesses and the Mayflower Compact. [What do you think happened later as more and more people came over to new colonies, how do you think they ran things?] Maybe they didn't have as many laws. When they just came there there were lots of Indians and they were killing the other people. When the Indians made friends with the people that came over there, they didn't have fighting.

Cathy. Well, they had leaders. I know that. Cause I know John Smith was the leader of Jamestown. I think they just did everything they would do at their country but just at a different place. [So you think they ran things just like they would have back in England except that they were living somewhere else.] Yeah. [Do you have any sense of what that would mean, how that would work?] Like if someone had to plant all the time, they would plant over there, in Jamestown or wherever they were. [So there'd be similar jobs, you mean?] Right. [Who would figure all this out or decide what to do?] I don't know. [Before, you said something about the House of Burgesses.] Yeah. That was for Jamestown. [How did that work or what was that?] Well, as I said, it was for laws cause all the people were fighting and stuff over food cause they had very little food, so they had to make the House of Burgesses. [What was the House of Burgesses?] Where laws were made and stuff. [So it was a place, then, where laws were made?] Yeah. [By whom?] The leader, John Smith.

Ken. Well, they had the House of Burgesses and the Mayflower Compact. [How'd the House of Burgesses work? What was that?] It was laws that they had to follow or else they couldn't eat or anything. [What was the House of Burgesses?] It was a group of people or a person that . . . I don't know. It made up reasonable laws and if they didn't follow them, they couldn't eat.

Mary. They had leaders and they had to make up laws. [Do you know how they did that or who did it or how that worked?] I don't know how. They decided on the leaders but they probably voted or something. The Pilgrims probably decided to make laws cause they heard about the fights in Jamestown, so they could make laws before they even got off the ship. Jamestown--they probably voted on a leader again but it took them awhile to realize they needed laws.

Tom. Like I said, when they came to Jamestown, after awhile they found out they couldn't live together because of fighting over things like food and stuff and they made rules from the House of Burgesses. [How'd that work? What was the House of Burgesses?] It was a place that made laws. [Who made the laws?] I don't know. There were leaders. Oh, it was probably the governor. The governor probably made the laws. [What was this House of Burgesses, then?] I have to think about it. I don't really know. Maybe Burgesses is like some people or something. I don't know. [Actually, it was like a house of representatives only they called them Burgesses. You were telling me they had a House of Burgesses and what else as far as other government in the colonies?] When the Pilgrims started to come over they heard about people needing, like I had said before, needing rules so they signed the Mayflower Compact before they got off the ship. [Ok, as more and more colonies got started, how do you think they governed themselves?] I don't know.

Kelly. The people that went to Plymouth, the Pilgrims had to sign the Mayflower Compact and they had to sign a piece of paper that said before they could get off the ship, it said that they would do their share of the work so they equally could have their food and they wouldn't have any trouble but the people in Jamestown, they started the House of Burgesses around the time, right after they started having trouble so Jamestown had more people dying. [How did the House of Burgesses work, do you know what that means or how that worked?] They had seven men, John Smith was one of them, and John Smith was their leader and they started the House of Burgesses and all of the seven men would go in the room in the House of Burgesses and they'd make laws for the colony. [Ok. Any sense of what happened after that, after those first two colonies, then a lot more colonies started, right?] Yeah. [More and more people came over. How do you think the government worked then? What kind of government did they have?] I don't know if this is true or not but they might have had like seven men or picked out some men to make the laws like Jamestown did or sign a piece of paper that said they'd do their share of the work when they get off the ship like Plymouth.

14. How many people do you think lived in these colonies in 1650?

John. About 300, a little bit lower. About 250. [What about 100 years later in 1750?] Maybe about 100 more.

Cathy. Probably 1,565 or something. [Ok. And what about 100 years later in 1750? How many do you think had come by then?] Probably one million.

Ken. In all of them? Probably about 4,000. [What about 100 years later in 1750?] Probably four times as much, cause people kept coming over so probably about 20,000.

Mary. A lot probably. Maybe a million. I don't know. [Ok. What about 100 years later in 1750?] In the colonies still? [Yes.] Probably more than a million. [lengthy pause] This is hard. Maybe ten million. I don't know. That's just a wild guess.

Tom. Maybe a total of about 1,000 people because only the ships that came over, not very many people were on them. [What about 100 years later in 1750?] There was probably a couple thousand because after the colonies got started, then there were more places to live and they had gone back in their ships and got more people or something.

Kelly. Maybe 1,000 all together. [What about a hundred years later in 1750, how many do you think?] 3,000 or something.

15. England owned the colonies for almost 200 years, but then they became the United States. Do you know anything about how that happened?

John. Because they were venturing out, farther out in different places. [Ok, people were pushing farther into the country, right. But they were still English colonies for a long time. So how is it that they stopped being English colonies and became a separate country that we call the United States?] I think we had a war. [Can you tell me any more about that?] No.

Cathy. Well, people had to keep on moving back because the coasts were getting fuller and fuller and stuff so they had to keep on moving back and when they hit California they were by a coast and stuff. [Ok, so they eventually filled up the whole continent but they would still be English colonies.] Right. [So how did they stop being English colonies and become the United States of America?] I don't know.

Ken. No.

Mary. I don't know.

Tom. I learned about later on how Columbus and Amerigo Vespucci really discovered America. They had discovered that there was more land than just the edge that the other people thought there was because they probably traveled across America. [I didn't mean how the land got named. What I mean is you've learned that these colonies were colonies and that they were owned by England. We're not owned by England anymore. We're a separate country. So at some point those colonies became a separate country. Do you know anything about how that happened?] No.

Kelly. No.

Appendix C

Work Samples From Six Students

1. KWL: What do I know?

John. The United States were a colony.

Cathy. It's a country that another country rules.

Ken. [unavailable due to absence]

Mary. I don't know anything.

Tom. I don't know anything about colonies.

Kelly. [unavailable due to absence]

2. KWL: What do I want to know?

John. Everything.

Cathy. Why are colonies called colonies? How come colonies mean another land is ruled by another piece of land?

Ken. [unavailable due to absence]

Mary. Everything.

Tom. I want to know what colonies are and about how big they are, like if they are bigger than states or smaller.

Kelly. [unavailable due to absence]

3. KWL: What did I learn?

John. It's when small groups of people come to a little land but still keeps it's friendmanship with the country they were from. The people came to Plymouth for religious freedom and the people came to Jamestown to find gold but instead of finding gold they found Indians. One day John White was out looking for food and was captured by Indians. He was about to be killed when Pocahontas saved his life.

Cathy. I learned on the colonies that there were 13 colonies. The three we learned about were three islands, Roanoke, Jamestown, Virginia, Plymouth, Massachusetts. I learned all the names, John White, John Smith, Virginia Dare (the first baby born on the island), Pocahontas (she was the Indian that saved John S's life), the Pilgrims, William Bradford, Samoset, Squanto. The events that I learned on is the House of Burgess, Mayflower Compact [ran out of time].

Ken. Sarah Morton. Born in Holland. Father died first year. Came over on the Anne. Had to do lots of chores.

Colonies: 13 original colonies. I learned that they sold slaves. I learned when John White came back to Roanoke Island no one was there. I learned that John Smith was saved by Pocahontas. I learned [ran out of time].

Mary. Colonies are a piece of land owned by a different country. A group of people that come from a different country for different reasons. Religious freedom, a new life, and slavery. There were 13 of them, and they started in the 1600s. Some people came for money. Most of them (the people) came from England. There was one that was lost, and they (the colonies) started America.

Tom. Colonies are a small part of land owned by a big country. There are 13 English colonies. People sailed on ships to the new colonies. People had to work in order to be fed and for a place to live. It was hard for people to live that hard life. I learned about Roanoke Island, Plymouth, and Jamestown, they were some of the first colonies.

Kelly. I learned that there were three different ways people came to the colonies. They were slavery, religious freedom, and a better life. I learned that Roanoke Island disappeared. People that went to Jamestown were looking for gold.

4. Worksheet on the English colonies in 1763: Information in the three circles

John. New England: Massachusetts, Connecticut, Rhode Island and New Hampshire. Fishing, whaling, ship building. Farming was difficult because of rocky soil. Village green is a park surrounded by houses. 1750. Fishing at Grand Banks.

Middle: New York, Pennsylvania, New Jersey and Delaware. Pennsylvania was named after William Penn. William Penn became a leading Quaker.

Southern: Maryland, Virginia, North and South Carolina and Georgia. There were many big farms.

Cathy. New England: Massachusetts, Connecticut, Rhode Island, New Hampshire. Fishing, whaling (oil) ship building. Farming was difficulty because of rocky soil. Village green is a park surrounded by houses. 1750. Fishing at Grand Banks. Cod is a fish that is very valuable. Fish were dried in the sun.

Middle: New York, Pennsylvania, New Jersey, Delaware. Pennsylvania was William Penn.

Southern: Maryland, Virginia, North and South Carolina, Georgia. The crops were full of tobacco and rice. There were lots of huge farms.

Ken. New England: Massachusetts, Connecticut, Rhode Island, New Hampshire. Fishing, whaling (oil), ship building. Farming was difficult because of rocky soil. Village green is a park surrounded by houses. 1750. Fishing at Grand Banks. Cod very valuable. Fish were dried in sun.

Middle: New York, Delaware, Pennsylvania, New Jersey. Pennsylvania was named after William Penn. Many immigrants came to this land. There was religious freedom for all. One group of people stayed in London.

Southern: Maryland, Virginia, North and South Carolina, Georgia. 1750 there was only one large town in the southern colonies. It was Charleston. In 1769 they were selling Negroes. The main products were tobacco and rice.

Mary. New England: Massachusetts, Connecticut, Rhode Island, New Hampshire. Rocky soil. Fishing, whaling (oil), and ship building. Cod was valuable. Grand Banks.

Middle: New York, Pennsylvania, New Jersey, and Delaware. Richer colonies. Males were allowed to vote. Pennsylvania grew fast but others (colonies) grew slow. Trade with Indians. Workerer slaves paid the owner.

Southern: Maryland, Virginia, North and South Carolina, and Georgia. Rural. Farms called plantations. Tobacco, rice, indigo. Flax for clothes. First slaves. Sold slaves.

Tom. New England: Massachusetts, Connecticut, Rhode Island, New Hampshire. Fishing, whaling, shipbuilding. Farming was difficult because of rocky soil. Village green is a park surrounded by houses. 1750. Fishing and Grand Banks. Cod very valuable. Fish were dried in the sun, smoked, or dried with salt.

Middle: New York, Pennsylvania, New Jersey, Delaware. Pennsylvania was named after William Penn. Delaware was the fifth state discovered in America. Delaware was discovered for a better life. Pennsylvania was discovered for religious freedom. New York was discovered in 1624 from the Netherlands. It was discovered in 1664 by England.

Southern: Maryland, Virginia, North Carolina, South Carolina, Georgia. Maryland was discovered in 1634. It was discovered for a chance to build a better life and for religious freedom. I thought it was interesting that Georgia was discovered for debtors to make a new start.

Kelly. New England: Massachusetts, Connecticut, Rhode Island, New Hampshire. Fishing, whaling (oil), ship building. Farming was difficult because of rocky soil. Village green is a park surrounded by houses. 1750. Fishing at Grand Banks. Cod very valuable. Fish were dried in the sun.

Middle: New York, Pennsylvania, New Jersey, and Delaware. Immigrants from Germany, the Netherlands, and Ireland came to these lands. Farmlands were richer in the middle colonies. The word Pennsylvania means Penn's woodlands. The founder of this colony was William Penn. He was the son of a rich man. William Penn got the king to pay the debt with the land in America instead of money. This land became Pennsylvania.

Southern: Maryland, Virginia, North and South Carolina, Georgia. Many large farms, though called plantations. Two main crops were tobacco and rice. A lot of farm workers needed. Hard to find white colonists to take these jobs. The owners of big plantations turned to slaves to work the land. The slaves were kidnapped from their homes in Africa (black people).

5. Sarah Morton Assignment

John. Sarah was born in England in 1618. She came to America in the ship the Anne in 1628. She was very busy. Her dad died during the first winter but her mom remarried and they're just fine.

Sarah had lots of chores to get done. First she had to roll up her bed, then tend the fire. Sometimes she had to chase the chickens because sometimes she left the door open. She is trying to love her father. He is nice.

Cathy. Sarah Morton was born in England. She grew up in Holland. And then they sailed over to Plymouth. Her real father died in the first winter. When Sarah was nine years old her mother got remarried. She was trying to love him.

Sarah had a best friend called Elizabeth Worten. Sarah had lots of things to do in the morning. Some of her jobs are, milk the goat, tend fire, polish brass. And after all of her jobs she got to learning. Then after learning, she went to play with Elizabeth. Sarah's step-dad made her a knicker box.

Later her dad spotted a ship. And the ship was far away. Everybody was scared because the people did not know if that ship was going to kill them. Four weeks later, the ship hit land. They were nice people. When her dad came home, Sarah was so happy because she might have new friends.

Sarah had more friends. And she was happier. She started to love her step-dad. Elizabeth Warner was still her best friend. She still had her same morning jobs. One day when she left the hen door open, she had to go and chase them.

Ken. Sarah is nine years old. She was born in Holland. They sailed on a ship to America called the Anne. The first year was tough and many people died including Sarah's dad. He left many fond memories for Sarah.

When Sarah got up in the morning she had to do a lot of chores such as tend the fire, clean the brass, muck the field, milk the goats, feed the chickens, memorize Bible verses, and do her lessons. When she was done with her chores her and Elizabeth Warren, her best friend, played a marble game.

Back then kids had to stand at the table instead of sit. They also had to be seen and not heard. In the book it said she got the rod for speaking out of turn.

Mary. Sarah Morton was born in Holland in 1618 and sailed to America in 1623 on the ship called the Anne. It was hard. Many people got sick and died during the first winter, including Sarah's father. She has a new father now and it's hard getting used to him.

When Sarah moved to America she lived in a village called Plymouth Plantation. Her room has an all dirt floor and a bed like a sleeping bag, and a chest to put all her belongings in.

She also has lots of chores. For instance, milking the goat, feeding the chickens, polishing the brass, and pounding wood for spices. She also has different manners, for instance, "kids should be seen and not heard," put napkins on shoulders, and kids stand at the table and parents sit unless the father makes a stool for the kids.

Tom. Sarah had a hard life. She was born in Holland in 1618. Then she sailed to America in 1623. She came in a ship called the Anne. But it was awful because her dad died the first winter. Her mother remarried and Sarah is trying to get used to her new father. She started to like her new father, but she was still comparing her two fathers.

Sarah Morton was a busy girl. Some of her busy chores are feeding the chickens, milking the goats, and shining the brass kettle with vinegar after supper. Then she goes to school classes. In the morning she has to roll up her bed (her bed is like a sleeping bag). Sarah has to pound wood to make spices for supper. She has to learn Bible verses too. She helps her mother fix dinner for her whole family. When she eats, she has to stand up and her mother and father sit down. They wear napkins on their shoulders to wipe their hands on.

Sometimes Sarah doesn't have to work but she gets to play also. She has a friend named Elizabeth Warren who is really fun (that's what Sarah says!). Sarah's father built a game for Sarah and Elizabeth to play with. The game is called Knicker Box (knicker means marble). They play the game by rolling marbles down a slanted piece of wood and into little holes at the bottom. Elizabeth was Sarah's best friend and the only friend she had.

Kelly. Sarah Morton was born in England. When Sarah's family moved to Holland it was very different. Sarah was only eight when she and her family moved to America. The first winter in America her father died along with many others. Her mother remarried and Sarah is trying to love her new father.

Life was very rough on Sarah. When they ate the children had to stand up and couldn't talk unless they were asked to. Sarah had a best friend named Elizabeth. They told each other secrets and played games with each other. Some of Sarah's chores were to roll up her bed and put it in the corner, milk the goat, and she was in charge of putting the wood on the fire.

6. Jamestown Journal Assignment

John. May 14, 1607. This is the journal of Thomas Gefferson. I live in England. The Virginia Company wanted some people to go find some gold and I was one of them. I went on the Discovery. But we didn't find gold we found Indians. We called a river James River. There were many people who died and sickness. I found out that there only 60 men left. It was hard. We called it Jamestown after King James. It was a new world. The other two ships were coming and more men. We be came friends with the Indians. We had to build a fort around Jamestown. So they didn't find gold. More people were coming. We told stories about our houses at night.

August 5, 1607. A girl named Pocahontas saved John Smith's life. John Smith, also John Smith went hunting for food and fishing for fish. They had a House of Burgesses for to make rules and laws. We had to sign before we got off the ship because we didn't want to have fights. It was a colony rule. As I said we did not find gold. We built forts around our homes. We ate anything we could get our hands on, even wild berries, snakes and mostly fish. There were only 60 men left. Soon Jamestown will be growing.

January 4, 1608. Winter is very cold. Lots of people are sick. There is very little food. You have to get a lot of clothes on. I got lots of cold's and sickness. We can not go back because the water is frozene. We got 3 feet of snow. It was hard to walk in. Many people got stuck because the snow was so deep. Many people got sick. I think we are going to make it.

June 28, 1608. New settlers were arriving and new ships. We became friends with the Indians. Jamestown was growing and it became a colony.

Cathy. May 14, 1607. This is the journal of Herbert Buroner. I sailed on Godspeed. I got sea sick and, homesick too. It was hard on us. But we were able to managed it. We were looking for gold, for the Virginia Company. We did not find any gold. So we started a town called Jamestown.

August 5, 1607. John Smith was the letter of Jamestown. Later John Smith and the hole colony stared building a fort. Food was very short. So people started fighting about food. "It was tarable?" So people started bilding the House of Burgess (and thats were laws were made it.) Then John Smith got kidnaped by Indains. The chief's name was Powhaton and he said "Kill that man." But al of a sardan a little gril named Pochatas said "Don't kill that man!" Later the gril be came princess of the tribe and Jhon Smith was ruler of the tribe.

January 4, 1608. It was hard on us. We had seen snow be for but we where never in it. What I mean is that we never slep in it. In the spring there was only 60 people lefet.

June 28, 1608. New settlers arvied today. And we got new ships. And new frinds with the Indans. And Jamestown grew.

Ken. May 14, 1607. This is the journal of Bradford Madison Coatsworth. I am from England. The Virginia Company sent us to look for gold. I came over on the Godspeed. The other two boats Susan Constant and Discovery will arrive tomorrow. I am just about to get of the ship. The land looks nice. We are naming the land Jamestown after King James. There is also a river. We are going to name James River. Well I guess this is are new land.

August 5, 1607. We have just made John Smith the leader of Jamestown. So far their is no gold and the people arn't doing their share so we started a House of Burgesses to make sure everybody is doing their share. One day John Smith was out looking for wild berries and Chief Powhaton of the Indians capshured him and wanted to kill him but Pocahontas jumped in front of Chief Powhaton and saved John Smith's life and from then on John Smith was part of the tribe.

January 4, 1608. It has just turned winter. There are still fights once-in-a-while. Things are ok but getting worse. If it weren't for the Indians we wouldn't have survived this long. They taught us how to survive in the winter. The winter here is cold with lots of snow. Many of the men are dieing. Thank God I am still alive. Lots of the people are dyeing from desize, some from starvation.

June 28, 1608. More settlers arrive with new ships. They also make friends with the Indians. Jamestown grows and becomes a state. This has been a big experience for me.

Mary. May 14, 1607. This is the journal of Jonathan Numan Shock. I just got here two days ago on the ship the Discovery. We were the last ship to arrive. The Susan Constant was the first ship here. We came here because the Virginia Company sent us to look for gold. As you probly know we just came from England. The Virginia Company figured that if everybody is finding land we should too. We named the New World Jamestown after King James. We also named a river after him. When we built your fort, we called it Fort James.

August 5, 1607. It's been three months and five days sence I wrote last. We haven't found any gold. When the Virginia Company sent us they sent a box with people that they wanted to be ledear. The first one was John Smith. After we didn't find any gold there were sickness and fighting. So John had to make colony rules. We made a cople on our own, but we also had to build a House of Burgesses, where we could make new rules. When John went out hunting he got caught by an Indian and Pocahontas saved John.

January 4, 1608. It's been five months and four day and in a new year sence I wrote last. Its winter and this is the most snow I'v ever seen. Im having a really hard time staying warm. Back home we had warmer clothes and hearters, but all we have here is forts and not as warm clothes. It's also hard finding food and fresh water. My brother, Edward Weasly Shock is out looking for food. We all get mad at each other but we know we need to cooperate and help out.

June 28, 1608. I've been keeping track of the months and days, but I didn't want to start out like that today. Today some new settlers are going to arrive on three new ships. The Indians are coming to help us find and grow fresh water and food. Ever sence Pocahontas saved John Smith we've been friends. Just a couple days ago there were only 60 men left and my brother died but now more of my family is coming because there not only bringing men there bringing families. This is wonderful.

Tom. May 14, 1607. This is the journal of Raymond Lee Kurtis of England. I'm writing on a dock of James River in Jamestown. Jamestown is a colony of England. I came on a ship of men called the Susan Constant. We had come to find gold. The Virginia Company sent us. We stayed at Fort James that we had built. We had named Fort James and James River after our king, King James. We had arrived yesterday and two other ships, Godspeed and Discovery, arrived today. We like it here at the New World, Jamestown.

August 5, 1607. This is the journal of Raymond Lee Kurtis. I'm writing about our leader, John Smith. He was out gathering food when a tribe of Indians kidnapped him. The chief was named Chief Powhaton. Chief Powhaton wanted to kill John Smith when the Princess Pocahontas saved him. John Smith then became a part of the tribe. After we found out that we needed help from fighting and other things, we built a House of Burgesses with the colony rules. We had found no gold and that was a big part of fighting. Then the Indians helped us grow wild berries and how to hunt, fish and we even build more forts. Thanks to the Indians.

January 4, 1608. This is the journal of Raymond Lee Kurtis. I am writing about winter. I am in my bed sick right now. Many people are sick. I am one of the 60 people left. We hardly have anymore food left and we can't grow any food because of the snow.

June 28, 1608. This is the journal of Raymond Lee Kurtis. I am writing about new settlers that arrive in Jamestown. We have more Indian friends that helped more. They helped us build new ships. Families then came over and Jamestown grows.

Kelly. May 14, 1607. This is the journal of Jonathan Smith. I live in England. After supper I went to the local pub. While I was there I overheard some men talking about looking for gold, for the Virginia Company. In the paper the next day I saw an ad that said "Looking for 40 men to look for gold for the Virginia Company." I went to the harbor and put my name on the list. The next day I sailed off on the Susan Constant. There were two other ships named the Godspeed and the Discovery. Our ship was the first ship to land at the New World. The Godspeed and the Discovery got here two days later. We named the land Jamestown after King James. We named a river James River.

August 5, 1607. John Smith is our leader. We didn't find any gold. We were very disappointed. Our colony ruler is England. All the trouble began when people refused to work and there was barely any food to feed all of us. That is when they started the House of Burgesses. The House of Burgesses was a place where the leaders get together and make laws. Different people would go out looking for wild berries, hunting, and fishing. Most of the day we worked on building our fort. When we were done, we called it Fort James. When John Smith was hunting one day some Indians captured him. He was just about to die and then Pocahontas stepped out and said, "Don't kill him!" Pocahontas became a princess and John Smith became part of Chief Powhaton tribe.

January 4, 1608. That year we had a very harsh winter. Many people were sick and needed medicine that we could not find. There was barely any food to feed all of us. Many people died and 60 men survived. I was one that survived. Every day two men would go out and find game. There were many blizzards and couldn't find any food. Many of us had to make the food last for as long as we could because we were very weak. Only 60 men survived the tragic winter out of all of us that came.

June 28, 1608. Through the months we made friends with the Indians. In the months that went by, new settlers arrived. Every week or two new ships would come in with more settlers. As the years went by Jamestown began to grow. More people came and more houses went up. As more people began to come, they became better friends with the Indians. Whenever we had a problem the Indians always tried to help us. If the Indians had a problem we tried to help them.